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ABSTRACT

This final report describes the activities and outcomes of Project TIES (Towards Inclusion in Early Education), a federally funded demonstration model training program designed to enhance the abilities of child care providers and trainers to include young children, birth to five, with disabilities in developmentally appropriate child care settings. One of the key components of the project was to enhance the success of trainees by making training available locally in rural areas. TIES embedded information on inclusion in the existing state-wide Tennessee Early Childhood Training Alliance (TECTA) program and implemented training sessions in rural areas throughout the state of Tennessee. Over 1,272 people received training through this project and over 100 TECTA trainers received advanced training. TIES infused information in eight modules including professionalism, child development, developmentally appropriate practice, healthy and safe environments, guidance, observation and assessment, family relationships, and cultural and individual safety. Essential features of the model included the use of curriculum based on NAEYC/DEC best practices, local training of trainers and trainees, reimbursement for professional development, activity based training, consultation, support for parents, mentoring, consulting, and networking. TIES provided a manual, a material kit, and training for TECTA sites. As a result of TIES activities, TECTA redesigned their curriculum to include information and training which addresses inclusion of children with disabilities or delays. During the final year of the project, follow-up surveys to assess the effectiveness of TIES were distributed to all nine sites in Tennessee. Appendices include: Letters of Support; TIES Products and Resources; TECTA/TIES Model; Map of Tennessee TECTA/TIES Training Area; Survey of Project TIES Kit; Inclusion Questionnaire; Follow-Up Surveys; and Dissemination and Documentation, Resources, Outside Evaluation. (Contains 12 references, 10 figures, and 8 tables.) (Author/SG)

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PROJECT TIES:
Towards Inclusion in Early Settings
Model Demonstration Project

FINAL REPORT
2002

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ABSTRACT
Towards Inclusion in Early Education

Towards Inclusion in Early Education (TIES) developed and implemented a demonstration model training program to enhance the abilities of child care providers and trainers to include young children, birth to five, with disabilities in developmentally appropriate child care settings. During the past six years, Project TIES has embedded information on inclusion in an existing state wide training program and implemented training sessions in rural areas throughout the state of Tennessee. Over 1,272 people have received training through this project. In addition over 100, TECTA trainers received advanced training.

Overall goals and activities of the project were designed to facilitate inclusion of young children in developmentally appropriate child care settings by embedding information in an existing statewide training program to create a change in the way services are provided to young children with disabilities/delays and their families. TIES provided valuable training to Early Childhood professionals to work with all children and their families by utilizing best practices in adult training and including other agencies. One of the key components of the project was to enhance the success of the trainees by making training available locally in rural areas. Research has shown that often the successful outcomes of training are often dependent on outside variables such as distance to training, cost of training, and location of training. These issues are especially problematic for persons living in rural and less populated regions of the country where quality training is not always readily available.

TIES embedded information on disabilities/delays in the existing Tennessee Early Childhood Training Alliance (TECTA) which uses the NAEYC framework for preparing teachers of young children. TIES infused information in eight modules including professionalism, child development, developmentally appropriate practice, healthy and safe

environments, guidance, observation and assessment, family relationships, and cultural and individual diversity.

Essential features of the model included the use of a curriculum based on NAEYC/DEC best practices, local training of trainers and trainees, reimbursement for professional development, activity based training, consultation, support for parents, mentoring, consulting, and networking.

The project provided a TIES manual, a material kit, and training for TECTA sites in Tennessee. The TIES manual represents a collaborative effort between TECTA and TIES to include information on children with disabilities/delays in Early Childhood Education. As a result of TIES activities, TECTA redesigned their new curriculum (TECTA, 2000) to include information and training which addresses inclusion of children with disabilities or delays. During the final year of the project, follow-up surveys to assess the effectiveness of TIES were distributed to all nine* sites in Tennessee.

***At the beginning of the Project there were four TECTA sties. Since that time, nine additional sites were added.**

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IV. PROJECT TIES GOALS AND OBJECTIVES

Project TIES was an attempt to increase inclusion throughout the child care community. This was accomplished by infusing information in existing statewide professional training programs for child care providers. The Tennessee Early Childhood Teacher Alliance was designed to help teachers and paraprofessionals gain their Child Development Associate Credential. However, prior to Project TIES there was no training for inclusionary practices for children with disabilities. At the conclusion of the project TIES had successfully infused such training about inclusion into all levels of TECTA.

The goals and objectives of Project TIES reflected the guidelines and recommendations of both the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC).

The goals of the project were:

(1) **Individual and Cultural Diversity**. To increase understanding of personal stereotypes, concerns and values that might cause an early childhood trainer or trainee to feel uncomfortable with inclusion and to decrease some of these feelings;

Table 4 **Disabilities and Developmental Delays**. To provide paraprofessional child care providers and professional early childhood trainers with best practice information about the different types of challenges exhibited by young children with disabilities enrolled in child care programs;

Table 4 **Child Development**. To increase the knowledge of typical and atypical development and developmental milestones for paraprofessional child care providers;

Table 4 **Inclusion.** To familiarize and train childcare providers and early childhood trainers in the special procedures and skills necessary for the provision of high quality integrated services to

young children with disabilities (i.e., health and safety practices, developmentally appropriate curriculum, observation and assessment, guidance, professionalism, etc.) in settings with their typically developing peers;

Table 4 **Developmentally Appropriate Practice for All Children**. To familiarize childcare providers and early childhood trainers with a range of different curriculum materials, activities, and informal assessment materials designed for children with disabilities or delays that are appropriate for child care settings;

(6) **Family Dynamics and Relationships**. To increase the awareness and sensitivity of child care personnel with respect to family dynamics, as related to parenting a child with disabilities in order that they can support the development of the child within his/her family;

Table 4 **Community Resources**. To inform child care providers and early childhood trainers about the roles played by various related service professionals who can provide help in appropriate programming for young children with disabilities and enable them to access these resources appropriately;

Table 4 **Community Networks**. To enable child care providers and early childhood trainers to utilize a variety of available resources for families with a young child with a disability;

Table 4 **Culturally Appropriate Practice**. To enhance awareness in childcare providers and early childhood trainers regarding the importance of utilizing curriculum and

methods that respect cultural and individual diversity and to teach them how to implement these practices;

Table 4 **Developmentally Appropriate Training/Professional Development**. To utilize information available on adult training and paraprofessional training in the preparation and implementation of this project;

Table 4 **Special Issues Related to Training/Professional Development**. To utilize available information with respect to successful rural training projects in the preparation and implementation of this project.

Table 4 CONCEPTUAL FRAMEWORK OF PROJECT TIES

The passage of the Americans with Disabilities Act (ADA) in 1990 and the Individuals with Disabilities Education Act (IDEA) and its most recent reauthorization guarantees equal access to public services to all citizens. This has implications for Early Childhood Education. Two-thirds of all preschool children are in child care outside the home. Given that this is a natural environment for young children, ages 0-5, young children with disabilities or delays should be included in child care settings.

Background

Need for inclusive child care

Developmentally appropriate child care for children with disabilities or delays is an underdeveloped but critical area of need for young children (age 0- 5) with disabilities or delays and their families. Childcare is becoming an economic necessity for an increasing number of families with children with disabilities. Childcare, when appropriately designed, can serve parents by allowing them to work or follow other pursuits important to the family. Benefits to young children with developmental delays or disabilities come through the provision of much needed exposure to every-day childhood experiences with peers in the context of a stimulating environment designed to be appropriate for young children. Through the use of typical routines and activities, integrated care recognizes that all children, including those with disabilities, (1) are unique yet similar to one another; (2) have both strengths and needs; and (3) are important to the group (Mulligan et al., 1992).

Benefits of inclusive childcare

High quality child-care settings are difficult to locate. In part, this is due to the low pay and long hours that are required of the providers. To increase the quality and availability of child- care, many states have implemented systems for training paraprofessionals. Because Tennessee has over 68% of their preschool age children in some form of routine non-parental care, Tennessee has implemented a state – wide system for training child care providers (TECTA, 2000). The state system, Tennessee Early Childhood Training Alliance (TECTA), has been very effective in providing training in Early Childhood Education. Paraprofessionals who complete the 15 credit hour TECTA program receive a National Child Development Associate Certificate (CDA).

Preparing paraprofessionals for inclusion

Though the TECTA program provides high quality training for paraprofessionals who work with typically developing children, there are no comparable options for training paraprofessionals to work with young children who have disabilities or delays. To receive training in the area of early childhood special education, individuals must complete a BS degree in a college setting. Those who complete a four – year degree typically choose to teach in public schools because they are able to receive a higher salary.

Other training options are offered as separate in-service sessions. These sessions are generally sporadic and do not lead to a certificate. The separation of training for early childhood educators fosters the idea that children who have disabilities require care that is different from care provided for typically developing children. This, in turn, encourages the view that young children (age 0-5) with disabilities or delays require care that is very different from that provided to young children without disabilities or delays.

Project TIES was designed to change this system by interfacing with an existing state wide training program, Tennessee Early Childhood Training Alliance (TECTA). The development of this model integrates two historically separate disciplines; early childhood education and early childhood special education. Both areas have organized professional organizations that reflect current theories, trends, and practices in their fields. The National Association for the Education of Young Children unites and represents Early Childhood Educators whereas the Division of Early Childhood (a division of the Council for Exceptional Children) provides a professional venue for Early Childhood Special Educators.

Creating an Interdisciplinary Training Program

> *What is needed is a new paradigm of professionalism that builds upon the key dimensions...that early childhood professionals be...knowledgeable individuals who demonstrate high-quality performance that results in better outcomes for children. This definition of professional emerges from the common goal of ensuring competent, informed professional practice."*
>
> *(Bredekamp & Willer, 1993)*

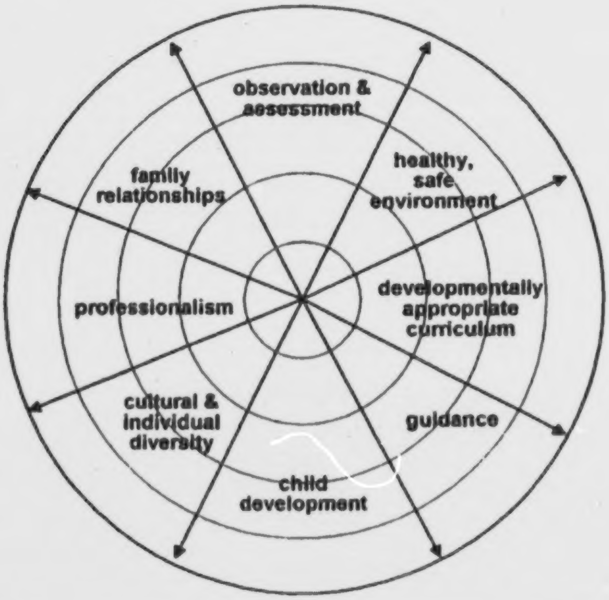
TIES interdisciplinary approach was informed by guidelines and recommendations of the National Association for the Education of Young Children (NAEYC) and The Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC).

NAEYC has over 100,000 members, including college educators, public school teachers, paraprofessionals, preschool teachers, practitioners, parents, and citizens interested in the education of young children. The theoretical basis of NAEYC reflects the views and philosophies of Froebel, Piaget, Vygotsky, and, more recently, Bruner. Based on their knowledge of Early Childhood Education, they recommend using eight principles to guide teacher education. NAEYC approved programs utilize a knowledge core as a recommended framework for developing Early Childhood Education programs. The basis knowledge core includes professionalism, healthy, safe environments, child development, families, developmentally appropriate programming, guidance, cultural diversity, and observation and assessment (Willer & Bredekamp, 1993b).

Figure 1: The NAEYC Core knowledge for the profession (Willer & Bredekamp, 1993).

Core Knowledge in the Early Childhood Profession

Body of all knowledge:


observation & assessment
healthy, safe environment
developmentally appropriate curriculum
guidance
child development
cultural & individual diversity
professionalism
family relationships

The inner circles indicate stages of professional development achieved by the acquisition of recognized credentials based on professional standards of preparation. Moving from the innermost circle—the precredential level—individuals demonstrate knowledge required from the Child Development Associate (CDA) credential and associate, bachelor and advanced degrees. The arrows denote the continuum which extends from knowledge necessary for implementing effective practice to knowledge necessary for the translation and generation of knowledge. Core knowledge is embedded within the larger body of all knowledge.

DEC has over 50,000 members who are Special Education teachers, administrators, college faculty, education consultants, students, and parents. DEC is a national organization advocating for individuals who work with or on behalf of children with special needs, birth through age eight, and their families. The Division is dedicated to promoting policies and practices that support families and enhance the optimal development of children. DEC recommended practices for achieving and sustaining high quality services for young children includes child-focused interventions, family-based practices, interdisciplinary models, technology applications, learning environments,

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assessment, cultural and linguistic sensitivity, and the necessary supports – policies, procedures, systems change, and personnel preparation (Sandall, McLean, & Smith, 2000).

Infusing information on disabilities and delays in the knowledge core reflects the belief that teacher preparation must mirror the principles and views that are being communicated. If training is offered separately, teachers receive the message that young children with disabilities or delays should be taught separately. The goal of inclusion can only be attained when teachers engage in inclusive professional development.

Blending the two philosophies provided the foundation for developing the core beliefs of the Project. Table 1 shows the differences and similarities between both the NAEYC and the DEC recommended practices. These recommended practices were clearly stated and outlined in the DEC publication *DEC Recommended Practices in Early Intervention/Early Childhood Special Education* (Sandall, McClean, & Smith, 2000) and the NAEYC publication, *Developmentally Appropriate Practice in Early Childhood Programs-Revised Edition* (Bredekemp & Copple, Eds., 1997). While there are some commonalities in both sets of practices each one is unique in its intent and purpose. There is also some difference in the vocabulary used by each group. While NAEYC refers to child development DEC, may use the term human growth and development to mean the same thing.

Table 1: A Comparison of NAEYC and DEC Core Beliefs

NAEYC TENETS	**DEC TENETS**
Child development	Direct Services
Families and community	Family-based practices
Observation and assessment	Assessment
Teaching and learning	Interdisciplinary Models
Professionalism	Child-Focused intervention
NAEYC POLICIES	Technology Applications
Professional development	**INDIRECT SUPPORTS**
Comprehensive professional preparation program	Personnel Preparation
Adequate funding	Policy, procedures and systems change
Adequate resources	

Systems for monitoring quality	
Ensure individual progress	
Multiple indicators of quality	

Based on the recommendations of NAEYC and DEC, this project was based upon the belief that:

Table 4 All children can learn and benefit from quality child care settings. TIES provided assistance in understanding personal stereotypes, concerns, and values that might cause an early childhood trainer or trainee to feel uncomfortable with inclusion. Through training activities and direct contact the Project sought to decrease some of these feelings. Teachers who are aware of the importance of utilizing curriculum and methods that respect cultural and individual diversity are more likely to include children with disabilities or delays.

Literature in the field of Early Childhood Special Education supports the positive impact resulting from appropriate inclusion of preschoolers with disability conditions within typical child care settings (Wolery & Bredekamp, 1994). The increasing recognition of the crucial role of peer interaction on social, emotional and cognitive growth has stimulated current interest in including young children with developmental delay or disabilities. There is evidence presented by Hartup (1970) which states that the facilitating influence of peer interaction is consistent with the principles of development articulated by Piaget. A major tenet of the Piagetian developmental theory is that children need a progressively more demanding environment for the continued development of their behavioral repertoire. This means that the exposure to slightly more complex models of operating (i.e., the typical classroom environment for most children with mild/moderate disabilities) acts as a facilitator of more complex cognitive and behavioral development for children with developmental delay or disabilities. From this perspective, the inclusion of children with developmental delay or disabilities with non-disabled peers is important when the goal is to maximize development (Wolery, M., & Bredekamp, S. 1994).

Table 4 All young children can be educated together. Benefits to non-disabled peers include exposure to children with developmental differences as a normal feature of everyday life and the idea of tolerance for individual differences. In order to understand all children better, knowledge of typical and atypical development and developmental milestones for paraprofessional childcare providers must be included in ECE. In addition, there is a need to familiarize and train child care providers and early childhood trainers in the special procedures and skills necessary for the provision of high quality integrated services to young children with disabilities (i.e., health and safety practices, developmentally appropriate curriculum, observation and assessment, guidance, professionalism, etc.);

Table 4 Exemplary Early Childhood Education prepares professionals to work with all children. Paraprofessionals must have factual information about the different types of challenges that might be displayed by young children with disabilities enrolled in childcare programs. A noted scholar in the field of Early Childhood Education, Almy (1984), noted that "the teacher of young children must believe that the child can develop into a more competent individual and that (the teacher) can help in the process". The child care worker who understands the similarities, differences, needs, and potentials of young children with

developmental delays or disabilities will feel prepared to provide an appropriate program which integrates these children in a productive way.

Table 4 Exemplary Early Childhood Education should be interdisciplinary and include parents. It is essential that child care providers and early childhood trainers know how to access different resources available within communities for families that have a young child with a disability. In addition, in order to work effectively providers must collaborate with these resources. The Project sought to increase the awareness and sensitivity of child care personnel so that they understood family dynamics related to parenting a child with disabilities. Supporting the optimal development of a child with disabilities within his/her family should always be a central focus. TIES also provided insight for child care providers and early childhood trainers into the roles played by various related service professionals who provide help in appropriate programming for young children with disabilities.

(5) Exemplary Early Childhood Education utilizes best practices in adult training. Developmentally Appropriate Practice in higher education involves an active approach (Rogers & Sluss, 1996). Additionally this project sought to utilize information available on adult training and paraprofessional training in the preparation and implementation of this project. Paraprofessionals as a group seem to respond differently to training than professionals, and the reasons for these responses may have more to do with their perceptions of their abilities than with their actual skill level (Willis & Gueldenpfenning, 1981). Research on adult learning has identified specific teaching methods that are more successful with paraprofessionals. This information is important with respect to determining training techniques that will have the most positive impact (Griffin &

Fiene, 1991). In *Infant Caregivers – A Design for Training* (Honig & Lally, 1981), a number of suggestions for training child care providers are made, including: (1) modeling the behaviors you want the care givers to exhibit; (2) communicating clearly and simply so that information on development is understood; (3) exploring values and beliefs about pertinent subjects; (4) teaching communication skills to the care givers (in order to increase care givers ability to use language to express themselves); and (5) using concrete examples which the individuals being trained have experienced. Willis and Gueldenpfenning (1981), along with Griffin and Fiene (1991) indicate that modeling and role play were more effective in the training of paraprofessionals than lecturing.

(6) Exemplary Early Childhood Education needs to be available locally in rural areas so trainees may attend more easily. In rural areas, consultant services are problematic because there are too few individuals with special education training available. In addition, most of the child care centers operate in isolation from each other because of distances to other centers. Also, traditionally in rural settings there is a lack of trained personnel available for consultation services. When such services are available there are often no fiscal resources for consultation. Working with young children with disabilities frequently requires collaboration with other professionals who work with the child. This is important in order to provide consistent, safe, appropriate child care for the child with disabilities. If the child is enrolled in multiple programs simultaneously, it is important to maintain consistency in programming across sites. The early childhood special education teacher (in the case of a child four-years-old or older), an early interventionist (in the case of a child under three years of age), a physical therapist, a medical doctor, a counselor are all examples of individuals who might also work with young children with developmental delay or disabilities. Rarely having the opportunity to work on a team with professionals, child care providers and trainers often lack the skills to work in a group. Training models which seek to

implement some level of teamwork must teach the necessary communication skills to enable providers to operate in such a way.

Table 4 DESCRIPTION OF THE TRAINING MODEL, ACTIVITIES, AND PARTICIPANTS

Model Components

Towards Inclusion in Early Education (TIES) is located in the Center for Excellence in Early Childhood Learning and Development at East Tennessee State University. Funded by the Tennessee State Department of Education, the Center for Excellence supports the goals and objectives of TIES (See Appendix A). Center resources include technical support from a videographer, secretarial support, and easy access to other programs in the center. As a hub for early childhood activities in East Tennessee, the Center includes the following projects:

Center of Excellence for Early Childhood Learning and Development

The Center for Early Childhood Learning and Development at ETSU was named a Tennessee State Center of Excellence by the Higher Education Commission in 1985, and in 1988, the Center was awarded status of Accomplished Center for Excellence. The Center provides model services, training, and research for typical and atypically developing preschool aged children. The Center models extensive inclusion of students with significant handicaps, extensive health and medical services, and interdisciplinary team activities. In addition, the Center administers several programs funded through federal, state and local grants, a variety of research projects, and provides training in early intervention issues for many pre-service students in medicine, nursing and social work. The Center has six full-time doctoral level faculty members and five graduate assistants. Each of these individuals has had extensive experience in a variety of early childhood settings. The following are center projects: **TECTA:** ETSU is a regional site for the Tennessee Early Childhood Training Alliance (TECTA). The Purpose of TECTA is to establish a statewide training and professional recognition system to support and enhance the qualifications of entry-level early childhood workers. TECTA is designed to help individuals obtain a Child Development Associate Credential (CDA). At this time TECTA only addresses early literacy skills other than at the awareness level and does not include training in phonemic awareness or language development. **Make a Difference Project:** Funded by the Tennessee State Department of Education since 1996, this project provides technical assistance to 8 county and 5 city school systems in northeast Tennessee. The project addresses the behavioral and learning needs of students with disabilities (ages 3- 21) whose challenging behavior impedes their success in school and the community. **ETSU Child Study Center:** The East Tennessee State University Child Study Center consists of three programs, which serve young children in full-year, full-day early childhood environments. This Center also serves as a laboratory environment for students in many disciplines. **East Tennessee Autism Training Project:** This project is funded to provide training and support for individuals working with young children with Autism Spectrum Disorders.

Funding

TIES was funded by the Department of Education in 1996 to develop and implement a system that would infuse information on educating young children with disabilities or delays in an existing training program for early childhood educators. The Project began in December, 1996 and a no-cost extension allowed the project to continue until December, 2002.

Project Staff

Composition of the TIES staff is unique because individuals with expertise in both Early Childhood and Early Childhood Special Education work together using a collaborative, team approach. The project partially funded two university professors, Dr. Lynda Pearl in Early Childhood Special Education and Dr. Dorothy Sluss in Early Childhood Education to work as a team to develop the conceptual framework. Due to illness, Dr. Pearl left the project during the second year of funding, and Dr. Wes Brown (Early Childhood Special Education; Director of the Center for Excellence) served as an unpaid project consultant. Upon the subsequent illness and death of Dr. Pearl it was determined that an additional person was needed with expertise in both early childhood and early childhood special education be recruited to direct the project. Dr. Clarissa Willis was recruited and served as the project director during the last eighteen months of the project. Other paid consultants in Early Childhood and Early Childhood Special Education have provided expertise from both fields.

TIES Coordinator, Brenda Little, has a background in both Early Childhood and Early Childhood Special Education. Her background in both Early Childhood Special Education and Early Childhood Education enhances her ability to coordinate the training sessions and engage in consultation with Project TIES trainers. During the final year of the Project December 2001-December 2002, Karisha Little an individual with profound hearing loss was added to the staff as the data specialist. Karisha holds an undergraduate degree in early childhood education and brought a depth of understanding and perspective to the project.

In addition, TECTA trainers who provide training for paraprofessionals are part of the TIES team. Following the TECTA model for professional development, TIES supports all TECTA/TIES activities with funding for travel and substitutes for classroom teachers.

Description of TIES Model

TIES was designed to interface with any early childhood education professional development program based on the NAEYC core knowledge areas. In the state of Tennessee, Project TIES developed a partnership with the statewide program for training paraprofessionals, Tennessee Early Childhood Training Alliance, (TECTA). TIES embedded Early Childhood Special Education information in the existing Early Childhood Education training program. (See Appendix C.) This infusion resulted in a new interdisciplinary training system.

TECTA Model

TIES infused information and activities in the TECTA model. TECTA was initially funded by Tennessee State University, through a contract with the Tennessee Department of Human Services, to provide management, training and technical assistance for the development of the TECTA statewide system and all pilot programs. The TECTA statewide training system is approved by the Tennessee Board of Regents and the Tennessee Department of Human Services. When TIES first began, there were five TECTA sites. Due to the tremendous growth experienced by the program there are now nine sites. A map of Tennessee shows the TECTA regions and lists the sites in Appendix D. Under each area there is a community college listed. These organizations receive sub-contracts from the TECTA central organization for provision of specific services primarily providing training for child care providers currently employed in the state of Tennessee. The East Tennessee Site has been responsible for the development and piloting of the TECTA model. Each site provides the actual training throughout their area at dispersed rural sites where groups of trainees are located.

TECTA was designed to establish a statewide, systematic in-service and professional recognition system to support and enhance the quality of early childhood education personnel in the estimated 2,000 licensed child care centers and 1,200 family child care homes of Tennessee. The TECTA statewide training system provides substantial numbers of early childhood personnel with easily accessible and affordable training. Training for paraprofessionals is provided in the form of in-service training, and includes important knowledge and skills defined by a statewide steering committee based on professional early childhood education national standards and state requirements. These standards are based on the core knowledge areas developed and described by NAEYC. The statewide training system also provides professional recognition. College credit is available for the in-depth courses.

The TECTA statewide training system provides basic entry level training for all individuals without formal early childhood credentials and training for those who currently work with young children in group settings, and will also provide intermediate and advanced training. The system includes practicum experiences, supervised clinical sites, specialized training programs and advanced training programs. Certificates and diplomas are available through the TECTA statewide system.

In 1993, the TECTA statewide system selected Tennessee Board of Regents institutions to develop and pilot model in-service programs to train early childhood education paraprofessionals and to recognize them through formal credentials. The TECTA statewide system was implemented throughout Tennessee in 1994 and expanded in 1999 and in 2001. At this time, TECTA has nine main sites at Tennessee Board of Regents institutions.

TECTA/TIES Conceptual Model

The TECTA model is theoretically grounded on the NAEYC knowledge core: Professionalism, Child Development, Observation/Assessment, Safe, Healthy Environments, Developmentally Appropriate Curriculum, Guidance, Families, and Cultural and Individual Diversity. Information is disseminated in four levels of in-service training, Orientation, Level I, Level IA, and Level IIB. Orientation: Awareness activities are based on the core of knowledge recommended by NAEYC. This course is available free of charge to any adult who is working in a childcare center.

TIES builds on the core knowledge areas as an organizer to present information and strategies focused on inclusion of children with developmental delays or disabilities in typical child care settings. Table 2 shows how TIES infused knowledge in the TECTA curriculum to create an interdisciplinary system for training paraprofessionals to teach all children. This was accomplished through a variety of tasks including work groups, meetings with TECTA trainers and a comprehensive needs assessment.

Table 2: Interface between TECTA and TIES

TECTA Training Program	TIES Training Program
Orientation Professionalism, Child Development, Observation/Assessment, Safe, Healthy Environments, Developmentally Appropriate Curriculum, Guidance, Families, and Cultural and Individual Diversity. (Thirty clock hours)	**Orientation Adaptations and Extensions** Professionalism, Child Development of typical and atypical children, Observation/Assessment of children with disabilities/delays in inclusive settings, Safe, Healthy Learning Environments, Developmentally Appropriate curriculum For all Children Guidance, Family based practices, and Cultural and linguistic Sensitivity (Thirty clock hours)
Level I **Safe, Healthy Learning Environments** Learning Environments Safe, Healthy Environments (Three college credit hours)	**Level I** **Safe, Healthy Learning Environments for All Children** Learning Environments Safe, Healthy Environments (Three college credit hours)
Level II A **Foundations of Child Development** Child Development Developmentally Appropriate Programs Guidance Observation and Assessment Cultural Diversity (Three college credit hours) Clinical Practicum	**Level II A** **Foundations of Child Development** Child Development of atypical and typically developing children Developmentally Appropriate Programs for all Children Guidance Observation and Assessment Cultural Diversity (Three college credit hours) Clinical Practicum

(Three college credit hours)	(Three college credit hours)

As depicted in Table 2, content remains the same at each level in TECTA, but the depth of coverage moves progressively from awareness to understanding to implementation as students progress through the three levels of training.

TECTA /TIES Training Model

In Tennessee, all TECTA trainers receive Project TIES training. During the past six years, over 100 TECTA Trainers received TIES training. All TECTA trainers are exposed to a wide variety of activities and strategies about inclusion and disabilities.

The purpose of the Intensive Training Component is to enhance the abilities of TECTA trainees as they provide training on inclusion in their TECTA units. To meet this goal, TIES faculty supported and assisted TECTA staff in the successful infusion of inclusion concepts and strategies through team teaching, modeling, and developing an informal network for long-term communication. As a result, TECTA trainers share inclusion information with trainees.

In the Training Component of the model, TECTA trainers received training and materials from TIES faculty and consultants through a one and one half day workshop. The training sessions were developed as a forum for sharing experiences, knowledge, materials, strategies, etc. on inclusion.

Training of Trainees

The training of trainees brought TIES information and skills to the level where it has the chance to impact actual children. To meet this goal, TIES staff supported and assisted TECTA staff in the successful infusion of inclusion concepts and strategies through team teaching, modeling, and developing an informal network for long-term communication. This has been done through the hiring of part-time liaisons. These liaisons provided the following:

Table 4implementation of inclusive field practicum,

Table 4seminars on the placement,

Table 4consultations to TECTA staff and/or trainees as requested, and

(4) loaning materials out to trainers and trainees.

The trainees enrolled in the TECTA program all received the inclusive field practicum as part of the "Foundations of Child Development" course. The practicum consisted of a four hour observation and was completed in one day. Each trainee observed in an approved center or home where there are children with disabilities included. A guided observation checklist helped to point out salient features of the class or home. After all trainees in a class had the opportunity to observe, a TIES liaison held a three hour follow-up seminar. In this seminar trainees discussed their observations. Also, a videotape was used to show different groups of children in inclusive environments. The video was especially beneficial in rural areas where inclusive child care environments were limited. A total of 245 trainees completed the inclusive field practicum during the project. Comments on the inclusive field placement have been very positive. Comments include, "I appreciate the chance for me to see children included in real world situations", "I have lots of questions about what I have seen", "The child that I observed was very disabled but seemed to gain from the class."

All trainers had access to a materials kit and guide after training. In addition during the final year of the project, materials were updated and kits were placed in all TECTA auxiliary sites.

TIES Activities

During the past six years the TIES model has moved from theory to practice. The Project evolved from activities that included planning, developing, and implementing to activities that involved evaluation and reflection. These activities were designed to meet the overall goal of infusing information on disabilities and inclusion into the existing statewide Early Childhood Curriculum for training early child care providers.

Activity 1. Infusion of information on disability/ inclusion into statewide Early Childhood Curriculum for training child care providers.

Activity 1.1. TIES Trainer Manual and Kit are available for use in the TECTA Orientation, Level I and Level IIA and Level II B Training. TIES Trainer Manuals include modules on Atypical Development, Developmentally Appropriate Curriculum for Young Children With Disabilities Providing Healthy and Safe Environments for Children with Disabilities Included in Typical Child Care Settings, Observation and Assessment of Young Children with Disabilities Included in Typical Child Care Settings, Supporting Families of Young Children with Disabilities in Typical Child Care Settings, Professionalism, and Adult Learning Strategies.

Activity 1.2. TIES conducted TECTA Orientation Training with

- TIES Trainer Materials available for use from January, 1997 to January, 1998 and
- TIES materials embedded in TECTA curriculum since July, 2000.

Activity 1.3. Implemented interdisciplinary training with TECTA trainers for paraprofessional child care providers that cover these topics.

Activity 1.4. Provided field experiences during practicum in inclusive settings.

Activity 1.5 Developed and disseminated TIES Trainer Manual to all TECTA trainers.

Activity 1.6 Developed and disseminated TIES Trainee Materials for all TECTA trainees

Activity 2. Provide Training for TECTA professionals.

Activity 2.1 Developed and disseminated modules (Orientation, Level I, Level IIA, Level II B, and Clinical Practicum) that provide for individual, flexible use options. Included techniques and strategies for adult learners in the TIES Manual. Also included "Tips for Trainers" for each activity in the Project TIES manual.

Activity 2.2 Developed and conducted TECTA paraprofessional training in local communities and subsidized training to make it possible for adults to gain skills while continuing to work.

Table 3 TIES Training Schedule for Years One, Two, Three, Four and Five

Location	Year One	Year Two	Year Three	Year Four	Year Five
EAST TN					
East Tn. State Un.	18				6
Roan State			5		1
MIDDLE TN					
Tennessee State		8			
Middle Tn State				8	1
Tennessee TECH				5	
SOUTHEAST TN					
Chattanooga State		14	4		7
WEST TN					
Dyersburg State			11		
Austin Peay State				6	
SW Tennessee State				5	
Totals	**18**	**22**	**20**	**24**	**15**

Activity 2.3 Implemented interdisciplinary training with TECTA trainers.

Activity 2.4 Implemented paraprofessional training that utilizes best practices in paraprofessional training such as modeling, small group work, active and reflective learning techniques.

Activity 2.5 Developed and disseminated TIES manual which includes activities designed to increase awareness of personal views of inclusion.

Activity 2.6 Implemented training sessions with activities designed to familiarize trainers with their personal views of inclusion and demonstrated techniques and strategies that can be used with paraprofessionals.

Activity 2.7 Selected quality materials for TIES Materials Kit. (Appendix B)

Activity 3. Provide In service training for paraprofessional child care providers and directors enrolled in TECTA training.

Activity 3. 1 Develop high quality materials that can be inserted in the TECTA notebook and used in CDA certificate.

Activity 3.2 Develop a system of embedding information in TECTA materials that parallels the TECTA system of moving from awareness, knowledge, and implementation.

Activity 3.3 Participate in interdisciplinary training sessions/seminars that provide information to trainees.

Activity 4 Train mentors who become field placement site liaisons

Activity 4.7 Implemented consultation for all TECTA trainers requesting it.

Activity 5. Contact and establish relationships throughout the state of Tennessee.

Activity 5.1 Developed and disseminated TIES Module on Supporting families of Young Children With Disabilities in Typical Child Care Settings.

Activity 5.2 Utilized parents of children with disabilities as part of the TECTA trainer training.

Activity 5.3 Provided Parents advisors who participate in TECTA training of paraprofessionals as requested.

Activity 5.4 Utilized local Tennessee Early Intervention personnel as part of the TECTA trainer training.

Activity 5.5 Included activities in the TIES manual to establish links between community agencies providing services for young children with disabilities/delays.

TIES Products

TIES activities included planning, implementation, and evaluation of an interdisciplinary system of training.

1. Review of commercial materials. The project maintains a library of publications that focus on increasing inclusion in Early Childhood Education. The Project TIES Team reviewed materials published in the past ten years and selected materials that would be useful for TECTA/TIES training. Selected materials met the standards of both Early Childhood and Early Childhood Special Education. An annotated odeling phy of materials is updated on a regular basis as new materials are received. (Appendix H)
2. TIES Training Manual for Trainers/Trainees. The TIES Training Manual for Trainers/Trainees documents the process of infusing information on young children with disabilities or delays in the existing TECTA curriculum. It contains adaptations, extensions, and expansions that occurred in the process. The TIES Orientation section, Level I, Level II A, Level IIB, glossary, and a list of additional resources are located in the notebook. All materials for trainees are located in plastic sleeves adjacent the activity plan. TIES was able to secure copyright approval from specific companies because copies of the original materials were purchased for the TIES Materials Kits. All TIES Training Manuals are accompanied by a TIES Materials Kit. (Appendix B)
3. TIES Demonstration Videos. Originally one of the goals of the project was to design videos to provide rural areas with simulated inclusive sites. The video that reflects the realities of day to day activities in early childhood inclusive sites has been completed.

The second video which depicts different experts in the field sharing their insights about techniques for dealing with inclusion was not made because it was determined that similar materials already existed and could be purchased.

4. Project TIES Materials Kit. The TIES Materials Kit contains all materials referenced in the TIES Training Manual. In addition, it includes materials that can be incorporated in TECTA lending library. It also contains books and toys that can be checked out by teachers for use in their classrooms. (Appendix B)
5. In depth Training Sessions. In depth training was provided through a variety of venues for trainers and trainees.
    - Trainers: TIES provided onsite training in rural areas throughout Tennessee. These were two day in-depth sessions that provided an overview of inclusive training. Participants who completed all activities received certificates and posters to use in their training.
    - Trainees: TIES site liaisons provided three hour sessions for TECTA Level II training classes. During these sessions, the TIES site liaison prepared participants for a visit to an inclusive site. Technical assistance and opportunities for trainee reflection occurred during a follow-up session with the liaison.

VII. DEPARTURES FROM ORIGINAL OBJECTIVES OR PLANNED ACTIVITIES

Three activities have not occurred as originally planned. The first two involve the creation of materials and the final one concerns the use of site liaisons. In the original grant, the creation of a stand alone manual for trainees was proposed. After lengthy discussion with TECTA administrators, it was determined that in the spirit of inclusion one manual would include all the materials (materials used by both trainers and trainees). Since instructors always duplicate and distribute materials for the master notebook kept by all TECTA trainees, it was determined that having the materials in one notebook would benefit the trainee as well as the trainer. Materials for TECTA Trainees are housed in the TECTA Trainers notebook and are distributed with other class materials.

The second activity that was modified involved the creation of a video tape depicting professionals discussing appropriate practices for young children (0-5) with disabilities or delays. It was determined that such videos already existed and it was more cost effective to purchase them.

The third area that has created a concern for the project was the high turnover rate of Project TIES liaisons. We initially believed that TIES site liaisons were essential for success in rural areas. Though individuals with excellent credentials –including adults with disabilities- have accepted positions, only three out of the nine sites remained filled on a continual basis throughout the project. A meeting was held with TECTA coordinators and it was determined that the site liaisons worked well in three centers but the other centers preferred that the money for site liaisons be used to purchase additional TIES training kits because some of the centers covered very large geographical areas and had several auxiliary sites within their area. Each auxiliary site was subsequently supplied with all the necessary materials.

VIII. EVALUATION

TIES goals and objectives of the project were evaluated using both qualitative and quantitative measures. Table 4A, B, C, depicts the data collection instruments used to collect data for evaluation. With the subsequent death of the original Project Director, Dr. Lynda Pearl, the project was awarded an additional year through a no-cost extension to complete goals of the project and to disseminate materials. The effectiveness of TIES was evaluated in part, by how well TIES provided materials and training to TECTA trainers and trainees, an evaluation by an outside evaluator, and by dissemination of the TIES model and training materials to other states.

TECTA Trainees. Trainees' awareness, knowledge, and implementation of inclusion was examined by looking at several artifacts. Training logs provided a profile of the number of trainers who participated in the training sessions. Qualitative methods were used to assess the increase in knowledge. Specifically, knowledge gains were evaluated by considering narrative evaluation forms completed by trainers at the end of each TIES training session; one page journals completed at the end of each session, and *Follow-Up Training Surveys* for trainers that were completed during the final year of the project (See Appendix G).

Other Project Activities were examined using quantitative methods. Preliminary analyses have already yielded significant results. The Trainers' ability to develop relationships with other agencies to develop relationships will also be examined using The Pre-Post Inclusion Questionnaire. A follow-up survey will also include questions related to networking. The number of TECTA Trainers participating in the training was collected from the TIES database and from materials gathered at each training session.

The effectiveness of Project TIES in increasing awareness of inclusion in the childcare community was reflected by the number of requests for additional training received from national, state, and local institutions. The log of materials used verified the utility of the TIES Manual and training. A comprehensive dissemination list is available in Table 6.

TECTA Trainers

A combination of qualitative and quantitative methods were used to understand the effect of TIES on TECTA trainers. The number of trainers participating in the project can be calculated from the TIES database. The ability of trainers to implement TIES activity based training techniques was reflected in the Material's Log they maintained.

TIES positive impact on the childcare community was determined by using the log of TIES consultations, attendance at workshops, and requests for additional workshops.

Table 4A Data Collection Tools

Outcomes	Data Collection Tools											
	1. Training Logs	2. TIES Survey (Pre-post Attitudinal Questionnaire)	3. Narrative Evaluative Form	4. One Page Journals	5. Survey of TECTA Trainers	6. Focus Group	7. Database of Trainee logs	8. Trainer Skills Checklist	9. Log of Materials Used	10. Survey of Materials Kit	11. TEIS Database of children	12. Meetings Attended
Number of TECTA Trainers benefiting from TIES Training	X											
TECTA Trainers increased their awareness of disabilities/delays And inclusion			X	X	X							
TECTA Trainers changed their attitudes Toward disabilities/delays.		X	X	X	X							
TECTA Trainers developed relationships with other agencies serving the needs of young children.		X	X	X	X							X
TECTA Trainers increased training skills.			X	X	X		X					
Number of TECTA Trainers trained.							X					

Table 4-B

Outcomes	Data Collection Tools									
	7. Database of Trainee	8. Skills Checklist	9. Log of materials used	10. Survey of Materials KIT	11. TEIS Data base	12. Meetings Attended	13. Log of TIES consultations	14. Attendees at orkshops	15. Request to consult /on curriculum	16. Other requests for additional Training.
TIES embedded Materials in curriculum										
TIES materials are used in TECTA Training.		X	X							
TIES mentored/provided consultation for trainees		X	X							
TECTA Trainees have an Awareness of disabilities				X			X	X		
TECCTA Trainees Knowledge of best Practices	X	X	X							
Trainee: Changed beliefs /attitudes/willingness to consider inclusion	X	X	X							

Table 4-C

Outcomes	**Data Collection Tools**									
	8. Skills Checklis s	9. Log of materials used	10. Survey of Materials Kit	11. TEIS Data base	12. Meetings Attended e	13. Log of TIES Consultation	14. Attendees at workshop	15. Request to consult on curriculum	16. Other requests for additional training	
TECTA Trainees have a better understanding of child observation techniques	X					X				
Positive Impact on Classroom Practice	X					X	X		X	
Number of children with disabilities/delays included in early childhood classrooms				X						
TIES developed a network throughout the state							X	X	X	X

TIES Participants

Three groups of participants took part in Project TIES: (1) TECTA Early Childhood Education trainers who will received direct training on inclusion information, issues, strategies and materials; (2) TECTA early childhood education students who are paraprofessionals enrolled in the TECTA training; and (3) Trainers and students from other states or other groups within the state who requested TIES training. TECTA trainers for each area of the state were identified by the regional TECTA project coordinator for that area. Approximately 22 TECTA trainers and staff members in five sites were anticipated throughout Tennessee, however over 100 trainers actually received TIES training. See Appendix D for the distribution of training throughout the state.

Table 5 TOTAL Participants in TIES Training from 1997-2002 (Complete listing in Appendix X)

YEAR	TOTAL NUMBER TRAINED FROM ALL THREE GROUPS
1998	167
1999	176
2000	252
2001	285
2002	392
Totals	**1272**

TECTA Trainers. TECTA trainers must be credentialed by the state in the area of Early Childhood Education or hold a comparable college degree. Trainers usually conduct classes at night and on Saturdays. Instructors for the upper level TECTA courses have usually completed a master's degree in Early Childhood Education. These individuals typically have many years experience in childcare teaching, directing, and adult training.

TECTA Trainees. Paraprofessionals enrolled in TECTA training must be currently working in a child care setting in the state of Tennessee. These individuals usually hold a high school degree or a GED and have had some in-service training. Most of these providers are located in small towns and villages throughout rural areas. They are isolated by geography and often they find a lack of affordable training options. In the urban areas potential trainees may be closer to training locations, but report that economics prevents them from participating.

The majority of trainees have not been enrolled in school for years. Some were hesitant and anxious because they felt that they could not complete the work. Others were excited about the opportunity to participate in TECTA but lacked the self-confidence to aggressively pursue additional education. Some trainees referred to themselves as limited risk takers and had a difficult time making decisions. Regardless of which groups the trainees fit into, all were eager to help children. In general, most of the trainees felt very positive about receiving additional training and felt very comfortable about the training they received.

Until TECTA began in Tennessee, the only options for someone post-high school were isolated in-service training sessions, two-year community colleges and four-year advanced degree programs. TECTA successfully developed articulation agreements between the community colleges in which TECTA regional sites are located, and has provided trainees with more possibilities for one year certificates, associate degrees, and in some cases, bachelors degrees. In addition, many TECTA students have earned the Child Development Associate Credential (CDA) which is recognized as by the National Association for the Education of Young Children (NAEYC). Some TECTA students who earned a CDA went on to complete both a bachelor's and a master's degree.

IX. PROJECT IMPACT

Overview

TIES changed the statewide Early Childhood Education program in Tennessee to include information and strategies for young children (ages 0-5) with disabilities or delays. Paraprofessionals who complete TECTA training and receive a CDA certificate in Early Childhood Education will be prepared for inclusive settings and understand techniques and strategies necessary for including young children (ages 0-5) with disabilities or delays in developmentally appropriate programs. TIES has made an impact in four major areas.

1. **Materials:** TIES Manuals, Material Kits, and training have been provided to TECTA sites in all parts of Tennessee. Results of a Survey of Materials Kit (See Appendix B for a copy of the protocol) indicated that they are using the materials in their training and could benefit from additional resources. Those who requested additional resources were sent the requested materials and received a follow-up phone interview during the final year to evaluate the effectiveness of the additional materials.
2. **Training:** TIES trained TECTA trainers and trainees throughout the state of Tennessee. As previously mentioned in Table 5 during the project TIES was responsible for training over 1200 persons.
3. **Curriculum:** TIES information on disabilities has been embedded in the TECTA curriculum. TECTA revised their entire curriculum as a result of the information and training provided by this project. Dr. Barbara Nye and Dr. Janice Lovell (Eds.) revised the TECTA curriculum to include TIES information. Nancy Ledbetter, a curriculum consultant and professor at Austin Peay University, assisted in redesigning the TECTA curriculum. Prior to beginning her work, she attended two TIES in-depth training sessions and spent an entire day with the Project TIES staff. The TIES staff frequently provided technical assistance in developing the final document. **The concept that training for all children, including children with disabilities, must be a part of quality Early Childhood Education training programs is now a reality in Tennessee.**

4. **Replication:** TIES served as a source of information about exemplary Early Childhood Education for children with and without disabilities/delays. TIES was recognized by those outside the realm of the TECTA program. TIES received a request from the Tennessee State Department of Education to implement this program in the public school system in Tennessee. In addition, we received a request from the Department of Education in Kentucky to consider an outreach program to Kentucky. See Appendix A for a letter of support. Kentucky is in the process of constructing a model for Early Childhood Education and wants to involve TIES in the beginning to ensure a seamless system of delivery. We submitted an outreach grant to the Department of Education in December 2000, which was not funded. Outside of the state training was conducted in Virginia, Texas and Arizona.

Table 4 DISSEMINATION (The final phase of Project TIES)

As previously mentioned, Dr. Lynda Pearl who originally wrote, planned and implemented Project TIES became critically ill and could not longer work on the project. Dr. Dorothy Sluss assumed some of Dr. Pearl's responsibilities but since her background was in Early Childhood Education it was determined that someone with expertise in Early Childhood Special Education be recruited for the duration of the project. Dr. Clarissa Willis assumed the leadership position for Project TIES on August 1, 2001. Immediately a no-cost extension letter was requested from the Project Officer so that the goals and objectives of the original project could be completed. For the final 18 months of the project, there were four major goals which are explained in detail below:

1. Finalization and dissemination of updated materials to TECTA sites and others requesting information and/or training.
2. Focus groups to determine the impact of the training on the TECTA trainers and to plan future needs for the state.
3. An outside evaluation of the project and implementation of the suggestions made by the evaluator.
4. Evaluation of the total impact of Project TIES on inclusionary practices.

Finalization and dissemination of updated materials

During the final year of the project the staff did a comprehensive evaluation of the materials in each TECTA site. This assessment was to determine if each site had complete program kits, up to date training materials and notebooks, and updated information for training. Each TECTA site has a complete kit, and a comprehensive list of all TIES resources was established. All TECTA trainers have access to the resources upon request. A comprehensive list of materials included in the Project TIES training Kit (Appendix B) and Project TIES resources (Appendix H). A comprehensive dissemination list is found in Table 6.

Table6: Dissemination List of Project TIES – 1998-2002

DATE (1998)	PLACE	WHO	EXPLANATION
January 23-24, 1998	ETSU	TIES Team Guest Speakers	Training of Trainers Session-Johnson City TECTA Trainers
February 16, 1998	Nashville	Dr. Lynda Pearl Dr. Dorothy Sluss	Presentation to the Joint Planning Committee of the Tn Association of Administers of Special Education, TN CEC, TN Division of Early Childhood, TN LRE for Life Project, and TN State Dept. Of Education
February 18, 1998	Child Study Center	Dr. Wes Brown Dr. Lynda Pearl Mitzi Myers	Meeting with Helma of children of Tri-Cities- discussing Center for Early Childhood

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			involvement and collaboration for Resource Proposal, TIES involvement and role.
April 8, 1998	Bristol, TN	Mitzi Myers	Inclusion Seminar/Presentation for TECTA students in Bristol
April 11, 1998	Greenville, TN	Mitzi Myers	Inclusion Seminar/Presentation for TECTA students in Greenville
July 16, 1998	Jonesborough, TN	Dr. Lynda Pearl Dr. Dorothy Sluss Bonnie Jones Mitzi Myers	TECTA Coordinators Meeting and Presentation
October 10, 1998	Oak Ridge, TN	Dr. Lynda Pearl Dr. Dorothy Sluss Bonnie Jones Mitzi Myers	Training of Trainers Session- Oak Ridge TECTA Trainers
November 5-6, 1998	Chattanooga, TN	Dr. Lynda Pearl Bonnie Jones Mitzi Myers	Training of Trainers Session- Chattanooga TECTA Trainers
November 13-14, 1998	Nashville, TN	Dr. Dorothy Sluss Bonnie Jones Mitzi Myers	Training of Trainers Session- Nashville TECTA Trainers
November 20, 1998	Kingsport, TN	Dr. Lynda Pearl Bonnie Jones Mitzi Myers	Presentation in Natural Environments Session- Intermountain Regional Mtg.
November 30, 1998	Johnson City, TN	Mitzi Myers	Mentoring class- Presenation
December 3, 1998	Johnson City, TN	Mitzi Myers Amber McClure	Networking and sharing of ideas and resources with another agency. Shared information about training activities, materials, and suggested resource information. Amber represents the Regional Resource Center for this 8 county region.
December 4-5, 1998	Trenton, TN	Dr. Dorothy Sluss Mitzi Myers	Training of Trainers Session- Dyersburg TECTA Trainers
December 8, 1998	Greenville, TN	Bonnie Jones	Inclusion Seminar/Presenation for TECTA students
December 10, 1998	Kingsport, TN	Bonnie Jones	Resource Center Advisory Committee Meeting
December 18, 1998	Johnson City, TN	Bonnie Jones	Interagency

		Jessica Chittum	collaboration and networking. Sharing of materials and information about our program. Jessica represents a local intervention agency that is interested in providing consultation and local inservices.
1999	**PLACE**	**WHO**	**EXPLANATION**
January 27, 1999	Morristown, TN	Bonnie Jones Mitzi Myers	Provided inservice inclusion training to Lakeway Area Directors Support Group and provided information about TIES, potential resources of information, and embedding with TECTA.
February 9, 1999	Nashville, TN	Dr. Lynda Pearl Bonnie Jones Mitzi Myers Beverly Dugger Lisa Pritchard	Presentation Panel for Joint Conference on Disabilities- – Collaboration Between Early Childhood and Early Childhood Special Education: Barriers and Strategies in Inclusive ProgrammingÓ.
Marc 27, 1999	Nashville, TN	Dr. Lynda Pearl Dr, Dorothy Sluss Bonnie Jones	Presentation for Southern Early Childhood Association
April 8, 1999	ETSU	Bonnie Jones	Project TIES Training for TECTA students/Level IIA Course – Discuss field placements
April 20, 1999	Greenville, TN	Bonnie Jones	Kaye Davis' Class- Level IIB Course – Field Placements for TECTA students
June 1, 1999	Elizabethton, TN	Bonnie Jones	Level IIA Course- Sign Students Up for Inclusive Field Placements
August 3, 1999	Elizabethton, TN	Bonnie Jones	Level IIA Course- Project TIES training
September 16, 1999		Bonnie Jones	Head Start Resource Center Advisory Council Meeting – Collaboration issues among agencies

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September 21, 1999	ETSU	Bonnie Jones	Site Liaison Training for Kara McKamey, Roane State
October 7-10, 1999	Memphis, TN	Dr. Dorothy Sluss Bonnie Jones Brenda Little	Presentation at TAEYC Conference
October 17-18, 1999	Nashville, TN	Dr. Dorothy Sluss Brenda Little	Presentation at TECTA Steering and Sub Committee Meetings - Provide information on Project TIES
November 11-13, 1999	New Orleans, LA	Dr. Dorothy Sluss Brenda Little Bonnie Jones Beverly Dugger	Presented at NAEYC Conference, –Tips and Techniques for Successful Inclusion of Children with Special Needs in Early Childhood SettingsÓ.
2000	**PLACE**	**WHO**	**EXPLANATION**
January 19, 2000	ETSU	Dr. Dorothy Sluss Brenda Little Mitzi Neeley	Project TIES/Inclusion Training For Site Liaisons: Chattanooga State, Roane State, and Tennessee State.
January 25, 2000	Walter State	Brenda Little Mitzi Neeley	Project TIES training/Inclusion Seminar for TECTA students Level II-A Instructor: K. Davis
January 30 – February 2	Washington DC	Dr. Dorothy Sluss Brenda Little Mitzi Neeley	OSEP and NEC*TAS National Meeting
February 17, 2000	ETSU	Brenda Little Mitzi Neeley	Project TIES Training for TECTA students Level II-A Instructor: Mar Carter
February 25 & 26, 2000	Shelby State, Memphis	Dr. Dorothy Sluss Brenda Little Mitzi Neeley	Project TIES Training for Shelby State Community College – Day and a half intense training sessions to explain TIES model and strategies to teach TECTA students about concepts of inclusion
April 5-8, 2000	Birmingham, AL	Dr. Dorothy Sluss Brenda Little Mitzi Neeley	Project TIES Presentation: SECA-All Children Can Play: Facilitating Play in Inclusive Settings
April 13, 2000	ETSU	Brenda Little Mitiz Neeley	Follow-up Project TIES Training/Inclusion Seminar for TECTA students – Discuss

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			observation field placements
April 18, 2000	Morristown, TN	Brenda Little Mitzi Neeley	Follow-up Project TIES Training/Inclusion Seminar for TECTA students – Discuss observation field placements
April 28-29, 2000	Murfreesboro, TN	Brenda Little Mitzi Neeley	Project TIES Training for Middle Tennessee State – TECTA Site – Day and a half intense training sessions to explain TIES model and strategies to teach TECTA students about concepts of inclusion
May 18-19, 2000	Clarksville, TN	Brenda Little Mitzi Neeley Dorothy Sluss	Project TIES Training for Austin Peay State University – Day and a half intense training sessions to explain TIES model and strategies to teach TECTA students about concepts of inclusion
June 15 2000	Kingsport, TN	Mitzi Neeley Brenda Little	UETHDA Advisory Meeting – collaboration among agencies
June 23, 2000	Kingsport, TN	Mitzi Neeley	Intermountain Collaborative Team Meeting Step training – transitioning children with disabilities
June 27, 2000	ETSU	Brenda Little Mitzi Neeley	Phone Conference with state resource coordinators – Interagency collaboration and networking – sharing of materials and information about our program
July 6, 2000	Greenville, TN	Brenda Little	Level II-A TECTA class-Project TIES training/inclusion seminar for TECTA students. Discuss field observation placements
July 20, 2000	Northeast State University	Mitzi Neeley	Level II-A ckass – Project TIES training/inclusion seminar for TECTA students. Disbuss field observation and

			placements.
July 29, 2000	ETSU	Brenda Little Dorothy Sluss	Presented two sessions at 40th Early Childhood Conference at ETSU - – Facilitating Play – All Children Can PlayÓ
August 7, 2000	Johnson City	Brenda Little	Meeting with Northeast TN Local Interagency Coordinating Council
August 22, 2000	Johnson City & Greenville	Brenda Little	Consult with child care facilities serving children with disabilities: Hospitots, Cherry Groove FCCH, & Heather's Preschool
August 31, 2000	Morristown, TN	Brenda Little	Inclusion Workshop – Follow-up meeting to Level II-A class with students from TECTA at Walter State Community College
September 27, 2000	Kingsport, TN	Brenda Little	Level II-A Class Mitzi Neeley Northeast State Inclusion Seminar
October 6, 2000	Nashville, TN	Brenda Little Dr. Dorothy Sluss	TAEYC Conference – Environments That Say Yes! Environmental Adaptations for Inclusive Classrooms
October 23, 2000	Blountville, TN	Brenda Little	Presentation to students in Exceptional Children at Northeast State Community College on Adaptive Toys and Equipment in the classroon
October 26, 2000	Jonesborough, TN	Brenda Little	Tennessee Early Childhood Training Alliance Advisory Board
November 13, 2000	Johnson City, TN	Brenda Little	Washington County Association for the Education of Young Children
November 17 & 18, 2000	Cookeville, TN	Dr. Dorothy Sluss Brenda Little Jodi Smith	Project TIES Inclusion Workshop for TN Technological University
December 7-9, 2000	DEC Conference	Dr. Dorothy Sluss Brenda Little Jodi Smith	DEC Conference

2001	PLACE	WHO	EXPLANATION
January 10, 2001	ETSU	Brenda Little	Meeting with Donna Bowers, East TN Parent Coordinator
January 30, 2001	ETSU-Kingsport Campus	Brenda Little	TECTA Class – Infant, Toddler, and Child Development; Mitzi Neeley-Northeast St CC
February 15, 2001	ETSU-Rogersville	Brenda Little	Inclusion Seminar and Observation Placement for TECTA Students
February 24-27, 2001	Washington, DC	Dr. Dorothy Sluss Brenda Little Rebecca Burleson	OSEP/NECTAS Annual Meeting In DC
March 5, 2001	Sevierville, TN	Brenda Little	Guest Lecture for Kay e Davis at Walter State Campus at Sevierville
March 10, 2001	Morristown, TN	Brenda Little	Family Child Care TECTA Orientation Class
April 5, 2001	Rogersville, TN	Brenda Little	Inclusion Seminar for TECTA students – Session II
April 9, 2001	Kinsgport, TN	Brenda Little	Consultation with St. Paul's Day School
April 28, 2001	Kingsport, TN	Brenda Little	Poster Session for AAEYC Spring Conference
May 9, 2001	ETSU	Dr. Dorothy Sluss Brenda Little	Meeting with Dr. Joy McGehee – applicant for Associate Director for Center of Excellence In Early Childhood
May 22, 2001	Bristo.l, TN	Brenda Little	TECTA Inclusion Seminar – Session I
May 23, 2001	ETSU	Dr. Dorothy Sluss Brenda Little	Meeting with Dr. Clarissa Willis – applicant for Associate Director for Center of Excellence In Early Childhood
June 10 – 12, 2001	Montgomery Bell State Park, Nashville, TN	Dr. Dorothy Sluss Brenda Little Dr. Laurelle Phillips Terri Tester	–Session 10 TN Department of Education Special Education Cohort Training
July 17, 2001	Bristol, TN	Brenda Little Ashley Seehorn	Session 2 of Inclusion seminar for TECTA
July 18, 2001	ETSU	Brenda Little Ashley Seehorn	ETSU Child Study Center new employee training session (8)
July 26, 2001	ETSU	Dr. Dorothy J. Sluss Brenda Little Ashley Seehorm	Inclusion Seminar (1-day) for the TN State Department (24)

July 27, 2001	ETSU	Brenda Little Ashley Seehorm	ETSU Early Childhood Conference – Session Presentation: All Children Can Play (18)
July 27 & 28, 2001	ETSU		Poster Session at ETSU Early Childhood Conference
September 13, 2001	Blountville, TN	Brenda Little	TIES training session for Northeast State Technical Community College (18)
October 5, , 2001	Gatlinburg, TN	Dr. Clarissa Willis Brenda Little Ashley Seehorn Katheryn DeVault	TIES Focus Groups (38)
November 2, , 2001	Anaheim, CA	Dr. Clarissa Willis Dr. Dorothy Sluss Dr. Wesley Brown Brenda Little Ashley Seehorn	TIES presentation at NAEYC Conference: Lessons Learned: A statewide examination of Inclusive practices correlated with NAEYC and DEC recommendation (18)
December 3, 2001	Boston, MA	Dr. Clarissa Willis Dr. Dorothy Sluss Dr. Wesley Brown Brenda Little	TIES presentation at DEC Conference: Lessons Learned: A statewide examination of Inclusive practices correlated with DEC and NAEYC recommendation (43)
2002	**PLACE**	**WHO**	**EXPLANATION**
January 30	Kingsport, TN	Brenda Little	TIES training session for TECTA Class – Marilyn Buchanan (24)
February 7	Kingsport, TN	Brenda Little	TIES training session for TECTA Class – Mitzi Neeley (13)
February 11	Franklin, TN	Brenda Little	TIES presentation at LRE Conference – Adapting Environments for All Children (26)
February 14	Johnson City	Brenda Little	TIES presentation for TECTA class – Angie Baker (24)
February 25	ETSU	Brenda Little	TIES training session on Family Collaboration for Dr. Willis (18)
March 4	Kingsport, TN	Brenda Little	TIES training session on adapting equipment for young children – Mitzi Neeley (NETCC) (14)
March 8	Norfolk, VA	Dr. Clarissa Willis	TIES presentation at

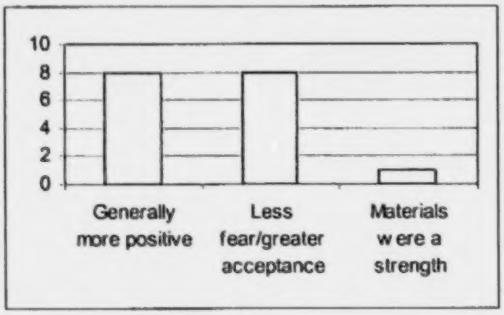
		Brenda Little	VAECE: Faces of Inclusion
April 1	Sevierville, TN	Brenda Little	TIES presentation to Sevierville AEYC: Faces of Inclusion (8)
April 15	Sevierville, TN	Brenda Little	TIES presentation for TECTA class – Kaye Davis (26)
June 11	Albuquerque, NM	Brenda Little Clarissa Willis	Project TIES Presentation at NAEYC Professional Development Conference (27)
June 22	Elizabethton, TN	Brenda Little	Project TIES Workshop for Elizabethton AYC – 4 hours (18)
July 19-20	ETSU	Brenda Little Clarissa Willis	Project TIES Display at ETSU Early Childhood Conference
August 15	Elizabethton, TN	Brenda Little	1-hr Training Session for Elizabethton AYC: Building Relationships with Parents & Guardians (28)
September 3, 2002	Pottsville, AR	Dr. Clarissa Willis	Project TIES Training Workshop (17)
September 17, 2002	Johnson City, TN	Brenda Little	Inclusion Workshop for TECTA students – Angie Baker (16)
October 21, 2002	College Station, TX	Dr. Clarissa Willis Brenda Little	TIES Workshop for College Station Head Start (21)
October 31	ETSU	Brenda Little	TIES Workshop for ETSU Graduate Theories of Play Class (18)
November 7th & 8th, 2002	Tuba City, AZ	Dr. Clarissa Willis Brenda Little	TIES Workshop for Tuba City Unified Head Start Preschool Teachers (75)
December 7, 2002	San Diego, CA	Dr. Clarissa Willis Brenda Little	Presenting at the 2002 DEC Conference

The dissemination log was only one method used to determine the scope and impact of the Project TIES model. Three training opportunities occurred with the final year of the project that had profound impact upon the Project and the staff. First of all, Dr. Clarissa Willis and Ms. Brenda Little were invited guests to the Navajo and Hopi nation to provide intensive three day training for staff and parents at the Native Head Start Centers. Over 75 persons participated in the project and as a result the TIES model of embedding training about inclusion in regular staff-development was adopted. School districts also have benefited from Project TIES, the Arch Ford Regional Special Education Coop in Arkansas and College Station Texas Independent School District both requested and received extensive training. As a result, they too have decided to embed TIES activities into their on-going inservice training models.

Focus groups to determine the impact of the training on the TECTA trainers

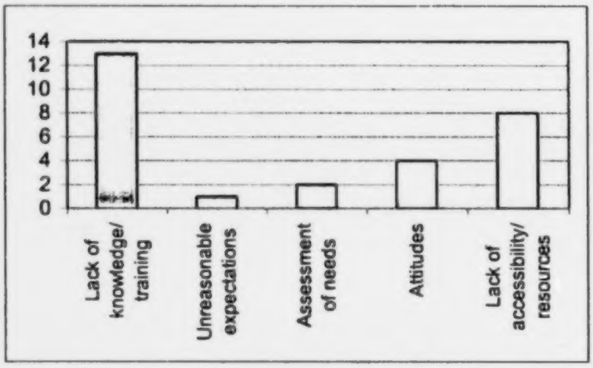
In October, 2001 focus groups were held at the annual TECTA coordinator's meeting in Gatlinburg. The area coordinators and the senor level trainers met with the TIES staff in work groups which consisted of 4-6 people. The results are as follows:

Figure 2: How has your attitude toward inclusion changed as a result of the training you received through Project TIES?



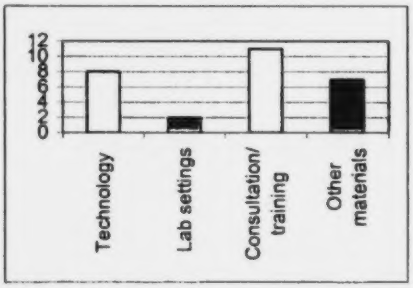
Comments: It appears that one of the strengths of the Project TIES model has been helping trainers relieve some of the anxiety they have felt concerning inclusion.

Figure 3: What barriers to inclusion do you perceive to be relevant for students who enter TECTA for the first time?



Comments: Most students entering TECTA at the basic level have had limited experience with children with developmental disabilities. These results were what we expected. We did discuss in detail with the participants what they meant by unreasonable expectations and it was felt that it meant that some paraprofessionals working in regular child care settings felt that their administrators had unreasonable expectations for them in terms of their ability to work with children with developmental disabilities.

Figure 4: What additional resources do you feel would benefit you in your efforts to train others to include children with disabilities?



Comments: This section was self-explanatory as it appears that on-going consultation was a critical component to the success of the project.

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Figure 5: Are there any specific disabilities that you feel cannot be served in inclusive settings?

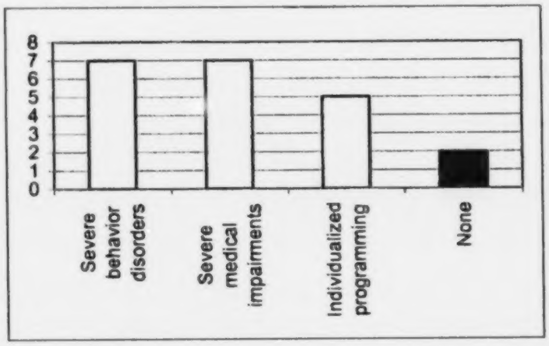
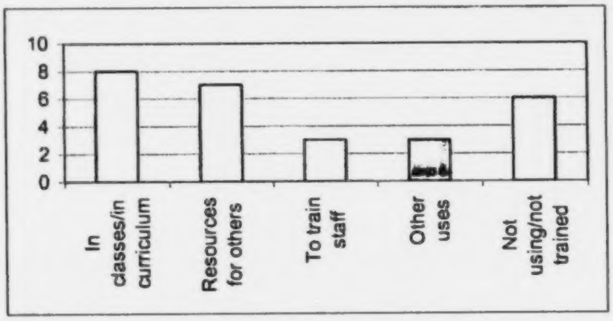


Figure 6: How have you used the resources provided in the Project TIES kit or the Project TIES training?



Figures 7: How could information you received from Project TIES be expanded to meet the needs of new TECTA sites?

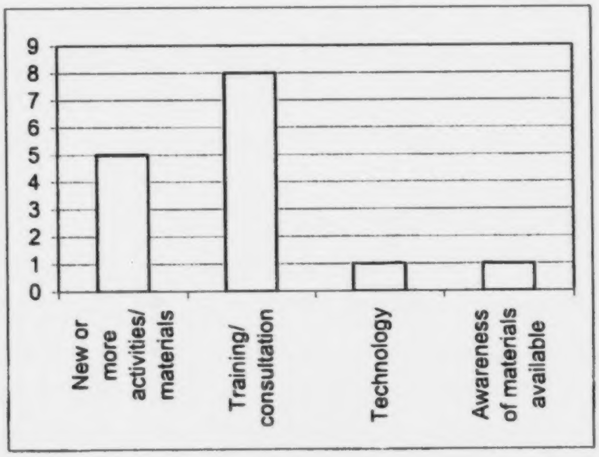


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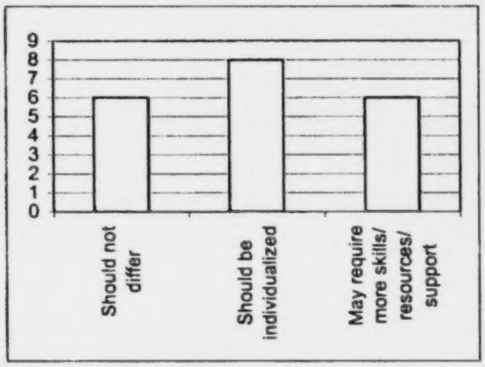
Figure 8: How do you feel best practices for children without disabilities differ from best practices for children with disabilities?



Outside evaluation of the project

Dr. Ann Marie Leonard a distinguished professor from James Madison University served as the outside evaluator for the project. She has extensive experience in both early childhood and early childhood special education. Her complete report can be found in Appendix H. A summary of her recommendations and how they were addressed can be found in Table 7. Dr. Leonard spent two days with the Project TIES staff and was able to observe a TIES training at the Early Childhood Conference at ETSU. She also had the opportunity to participate in discussions about budget projections for the final six months of the project and offered invaluable insight into how the staff might put in place a mechanism for continuing to help and support TECTA trainers once the project ended. In addition, she suggested methods in which the final evaluation surveys might be compiled and displayed. She also examined all products and materials used in the Project TIES kit and the Project TIES manual.

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Table 7: Summary of Recommendations from Outside Evaluation

	Action Taken	Comments
Communication with Regional TECTA offices to see how technical Assistance can be provided	Each TECTA site was contacted and a kit was provided for those who did not have one.	Each site was allotted an additional $500 to be used towards purchase of materials
ovide additional copies of materials and activities for trainers.	All Trainers were contacted and their notebooks were updated	Each trainer was given a complete list of all resources
Continue to update and make operational changes to the TIES website	Website was updated but was not accessed often by TECTA trainers	Most trainers reported they preferred "hard" copies of materials as opposed to web-based products
Continue with aggressive dissemination of Project TIES information	See dissemination logs in Table 6 page 39 of this document	
Continue to work on building collaborative relationships with TECTA Trainers and Curriculum developers.	Met with TECTA curriculum developers on three occasions during final year of project	A thank you letter was sent to all trainers for their help throughout the project
Continue analysis of all evaluation documents for indicators of project impact and effectiveness.	See Figures 2-8 & 10A-E for complete explanation	
Develop an evaluation questionnaire for use in future out of state dissemination efforts.	Completed See Figure 9 for more information	Completed and analyzed

Evaluation of the total impact of Project TIES on inclusionary practices

A follow-up survey was developed and sent to each TECTA trainer to help determine the perceptions of the overall effectiveness of Project TIES. The survey was based on a likert scale of 1-5. Trainers were asked to rate their perceptions in a range from strongly agree (5) to strongly disagree (1). The survey can be found in Figure 9.

Figure 9: Follow-up Survey for Project TIES Inclusion Workshop

Follow-Up Survey for Project TIES Inclusion Workshop

Name: Date of Training: Location of Training:

Use the scale below to answer the questions on this page

SD	D	N	A	SA
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

As a result of participating in the Project TIES training:

SD D N A SA I am aware of the legal and ethical issues that must be considered when caring for children with disabilities or developmental delays?

SD D N A SA I have a greater knowledge of the variations that occur in growth and stage of development for children with disabilities or developmental delays?

SD D N A SA I can recognize how a child's development may be affected by a disability?

SD D N A SA I recognize the value of developmentally appropriate practices and play for children who have disabilities or developmental delays?

SD D N A SA I understand how to adapt developmentally appropriate practices for children with disabilities or development delays?

SD D N A SA I can identify many of the components of a quality learning environment for children with disabilities or developmental delays?

SD D N A SA I can evaluate and make adaptations to my learning environment to accommodate children with disabilities or developmental delays?

SD D N A SA I can use appropriate infectious disease control techniques with children who have disabilities or developmental delays?

SD D N A SA I can implement basic health, nutrition, and safety management practices for young children with disabilities or developmental delays?

SD D N A SA I know how to establish appropriate guidance techniques with children who have disabilities or developmental delays in inclusive settings?

SD D N A SA I can develop strategies that will enhance positive interactions among typically and atypically developing children?

SD D N A SA I know the steps involved in obtaining additional screenings and assistance for children that exhibit disabilities or developmental delays?

SD D N A SA I can observe, assess and evaluate children with disabilities or developmental delays to gather and report in information to make decisions to benefit the child.

SD D N A SA I am aware of the typical concerns of families with children with development delays and know how to refer them for community assistance?

SD D N A SA I recognize the role of the child care providers in building relationships and establishing collaboration between families and other support services?

SD D N A SA I know how to create a climate of acceptance for all children that values the uniqueness of each child?

SD D N A SA I can demonstrate culturally sensitive acceptance of all children?

SD D N A SA I can recognize the role of the child care provider in working effectively as a member of a professional team to benefit children with disabilities or developmental delays?

SD D N A SA I am familiar with the resources in the Project TIES kit that are available for use in my classroom?

Please list any additional comments: ____________________

Table 8 Summary of Questionnaire (Likert Scale 1-5 with 5 being strongly agree and 1 being strongly disagree)

Question	Mean	Median	Minimum	Maximum
I am aware of the legal and ethical issues that must be considered when caring for children with disabilities or developmental delays?	4.42222	5	2	5
I have a greater knowledge of the variations that occur in growth and stage of development for children with disabilities or developmental delays.	4.33333	4	2	5
I can recognize how a child's development may be affected by a disability.	4.53333	5	2	5
I recognize the value of developmentally appropriate practices and play for children who have disabilities or developmental delays.	4.77778	5	4	5
I understand how to adapt developmentally appropriate practices and play for children who have disabilities or developmental delays.	4.33333	4	2	5
I can identify many of the components of a quality learning environment for children with disabilities or developmental delays.	4.51111	5	2	5
I can evaluate and make adaptations to my learning environment to accommodate children with disabilities or developmental delays.	4.4	4	3	5
I can use appropriate infectious disease control techniques with children who have disabilities or developmental delays.	4.11111	4	2	5
I can implement basic health, nutrition, and safety management practices for young children with disabilities or developmental delays.	4.22222	4	2	5
I know how to establish appropriate guidance techniques with children who have disabilities or developmental delays in inclusive settings.	4.04444	4	2	5
I can develop strategies that will enhance positive interactions among typically and atypically developing children.	4.53333	5	4	5
I know the steps involved in obtaining additional screenings and assistance for children that exhibit disabilities or developmental delays.	4.28889	4	2	5
I can observe, assess and evaluate children with disabilities or developmental delays to gather and report in information to make decisions to benefit the child.	4.11111	4	2	5
I am aware of the typical concerns of families with children with development delays and know how to refer them for community assistance.	4.22222	4	2	5
I recognize the role of the child care providers in building relationships and establishing collaboration between families and other support services.	4.57778	5	3	5
I know how to create a climate of acceptance for all children that values the uniqueness of each child.	4.66667	5	4	5
I can demonstrate culturally sensitive acceptance of all children.	4.62222	5	4	5
I can recognize the role of the child care provider in working effectively as a member of a professional team to benefit children with disabilities or developmental delays.	4.66667	5	2	5
I am familiar with the resources in the Project TIES kit that are available for use in my classroom.	4.16667	4	2	5

Specific comments were recorded and are available in Appendix G

The following charts summarize the means of each question in detail:

Figure 10a

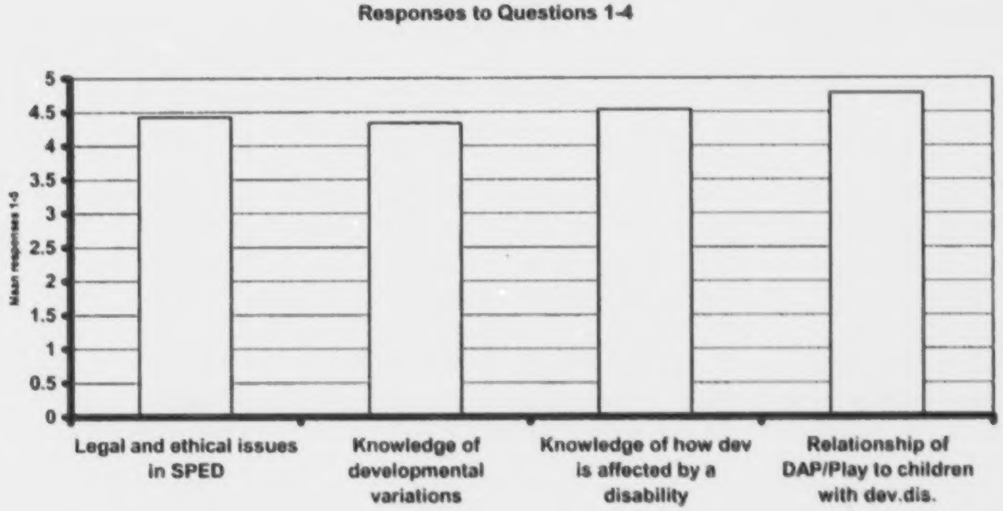
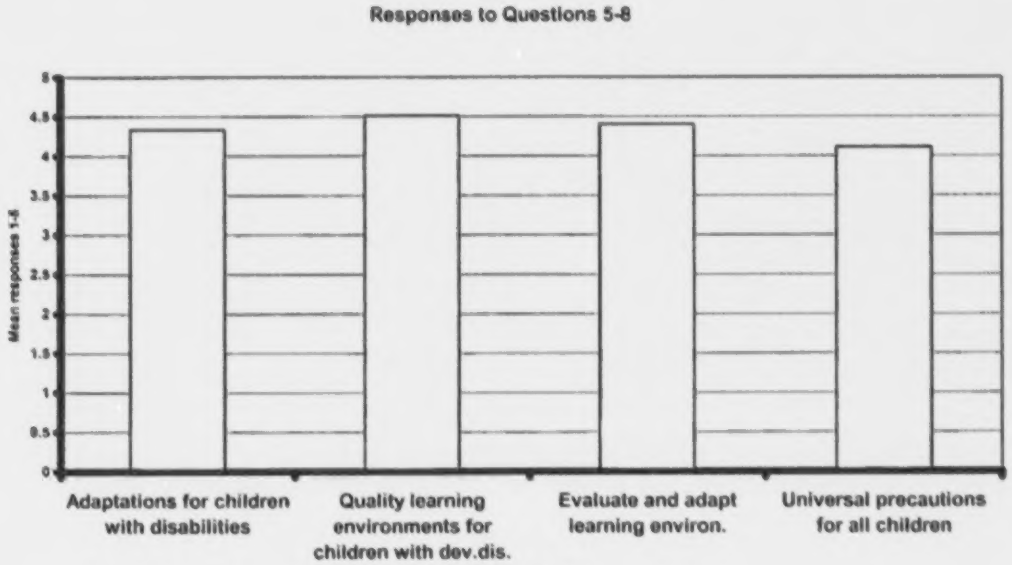

Responses to Questions 1-4

Figure 10b


Responses to Questions 5-8

*As relates to inclusion

Figure 10c

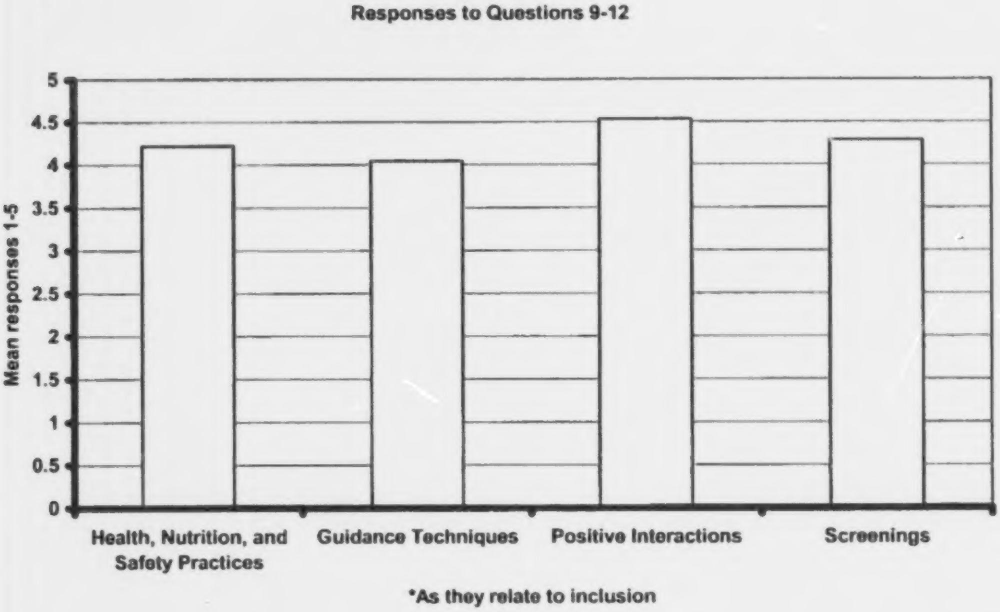


Figure 10d

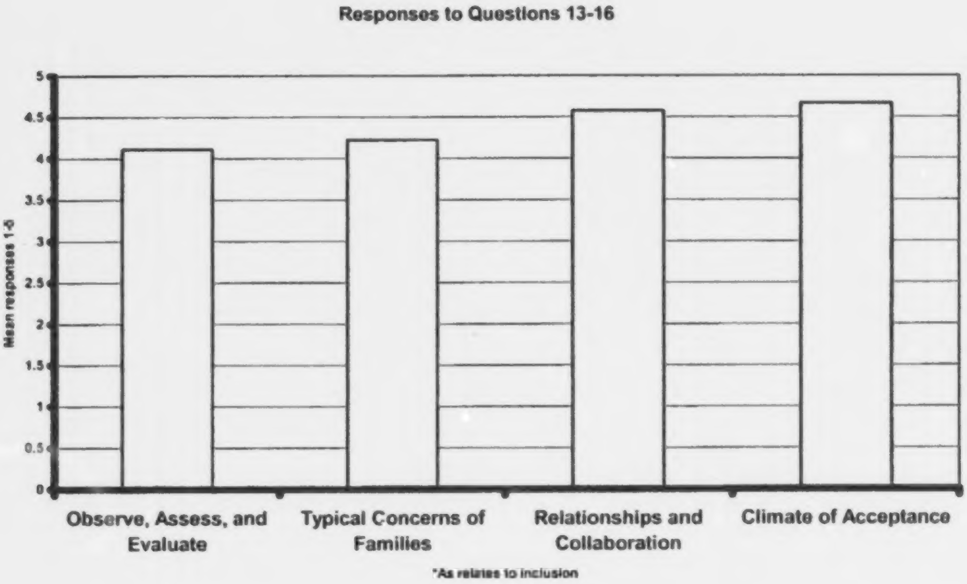
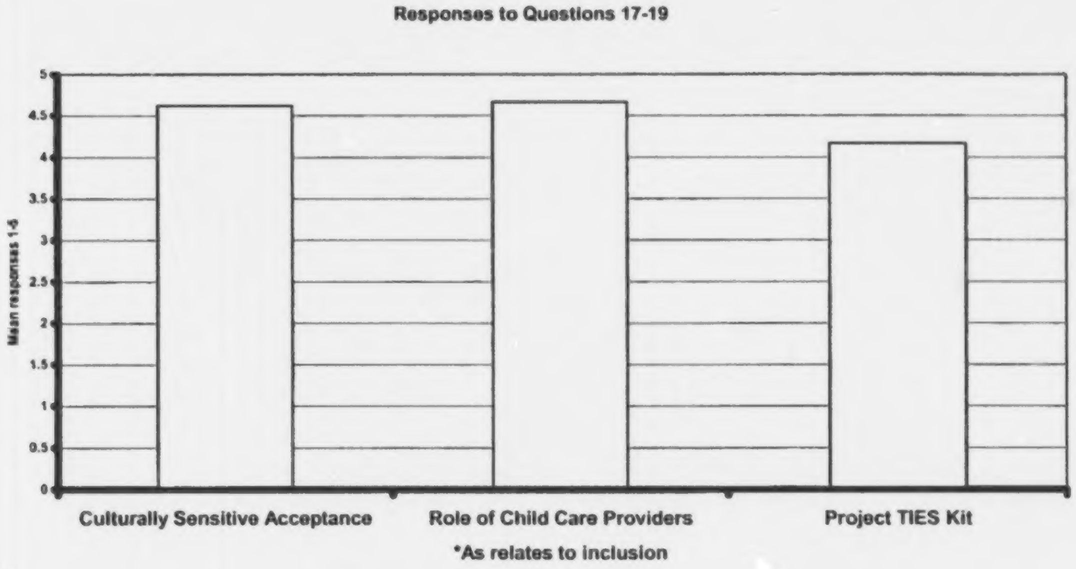


Figure 10e



Conclusion

When Project TIES began children with developmental disabilities and their families had limited choices when it came to quality inclusive childcare. Through collaboration, consultation, and dedication that situation has changed dramatically. Towards Inclusion in Early Settings became a key player in developing, training, and providing technical assistance to regular early childhood educators. What began as a journey full of uncertainty ended in a comprehensive early childhood training program that has served as a model of how people can put aside their differences and their "turf" issues and do what is best for all children. This project and the end result would never have been possible without the support and the vision of Dr. Lynda Pearl. She will forever be a part of this journey and her spirit lives on – in the lives of the children and families she served and the many students she led. One student put it best, "Project TIES taught me how to look beyond what a child can't do and focus on what he can do."

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Assurances: The following persons have received copies of the final report.

Ms. Rose Sayer, Office of Special Education, (2 copies), Sue Goode, ERIC Clearing House (2 copies) and Peggy Hensley, NECTAS (Title page and Executive Summary).

Appendix A
Letters of Support

tsu

Center of Excellence for Research and Policy on Basic Skills
Tennessee State University
330 10th Avenue North, Box 141
Nashville, TN 37203-3401
(615) 963-7231
FAX: (615) 963-7214

March 13, 2001

Phone 615-963-7231
Fax 615963-7214

Dr. Dorothy Sluss, Associate Director
Center for Early Childhood Learning and Development
East Tennessee State University
P.O. Box 70434
Johnson City, TN 37614-0434

Dear Dr. Sluss:

Project TIES offers a unique opportunity to develop and field-test training modules which provide information on inclusion for children with disabilities. These can enable paraprofessionals to obtain and demonstrate a greater understanding of the teaching strategies and learning environments where these children can reach their full potential.

ETSU is one of the nine state institutions for the Tennessee Early Childhood Training Alliance (TECTA). As a part of the TECTA core courses and practicum experiences offered by ETSU, the faculty care enhances the TECTA instruction for large numbers of early childhood paraprofessionals through the TIES project. The TECTA Steering Committee has considered the TIES modules for incorporation into the curriculum which is used statewide with all TECTA students. This makes TIES a very cost effective and important project for Tennessee. As we share the TECTA curriculum with several other states, these products may also have a multi-state benefit.

I hope you will continue to fund this important project to which we lend our full support.

Sincerely,

Barbara A. Nye

Barbara A. Nye, Ph.D.
Executive Director and
TECTA State Steering Committee Chairperson

Cc: Barbara Wall, Child and Family Studies Director
Janice Lovell, TECTA State Project Coordinator

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ETSU

East Tennessee State University
Center of Excellence in Early Childhood Learning and Development
Box 70434 • Johnson City, Tennessee 37614-1704 • (423) 439-7555 • Fax: (423) 439-7561

Dr. Rebecca Isbell
Center for Excellence in Early Childhood
East Tennessee State University
Johnson City, TN 37614

Dr. Clarissa Willis
PROJECT TIES
East Tennessee State University
Johnson City, TN 37614

Dear Dr. Willis:

Let me take this opportunity to thank you for all you have done to make Project TIES a success. During the past eighteen months of the project you were able to accomplish all of the original goals of the project. You have successfully disseminated information on both a state and national level. It is clear that Project TIES made a significant difference in the lives of children and families in both the state and the region.

As one of those involved with the development of TECTA, it is especially gratifying to see this program provide training for care givers so all children can experience quality child care. The Center of Excellence in Early Childhood Development and Learning fully supported this project and was proud of the progress that was made toward inclusion. Thank you again for all that you did to make the project a success.

Sincerely,

Rebecca Isbell

Dr. Rebecca Isbell

Appendix B
TIES Products and Resources, TIES Manual (Table of Contents)

Project TIES Library (updated August 30, 2001)

Accardo, P. J., & Whitman, B.Y. (1996). *Dictionary of developmental disabilities terminology.* Baltimore: Paul H. Brookes Publishing Co.

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TIES

A project of
The Center for Early Childhood
Learning and Development
at
East Tennessee State University

TIES

Alone
we are but
individuals.

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Project TIES
Toward Inclusion in Early Services

Toward Inclusion in Early Services is a model program designed to embed information on disabilities and inclusion into existing statewide early childhood training programs based on the NAEYC core knowledge areas.

Philosophy of Project TIES

We believe that ALL children are our future. They deserve a developmentally appropriate, safe learning environment attuned to their distinct diversities. We believe that appropriate training, materials, and support are the keys to effective inclusion.

How does the TIES model work?

- Training of trainers model which provides information and experience on disabilities and inclusion.
- TIES staff collaborate and plan with state personnel to determine needs for early childhood providers.
- Inclusive materials and information are organized to fit the existing statewide early childhood curriculum and then embedded throughout the program.
- A pilot site is chosen and TIES begins to implement training within that site.
- Each site receives an inclusive kit of training materials and a guide for suggested use.
- TIES staff continues to provide consultation to the site as needed.

Who Benefits from Project TIES?

Early Childhood Trainers will receive training from the TIES staff on early childhood inclusion issues. Materials, support and direct consultation are also benefits provided to the trainers.

Child Care Providers will then gain knowledge about children with disabilities within their required courses. Trainers will use the materials and knowledge they have gained through TIES training to infuse information and examples into the courses they teach. Additionally, Project TIES arranges for an inclusion field experience for each provider.

Children and Their Families benefit from Project TIES by having child care providers in their community who have knowledge of the best inclusion practices and put these practices into operation.

For Further Information

web page: www.child.etsu.edu
Contact Dr. Clarissa Willis or Brenda Little
ph: 423-439-7841
e-mail: ZBWL3@etsu.edu

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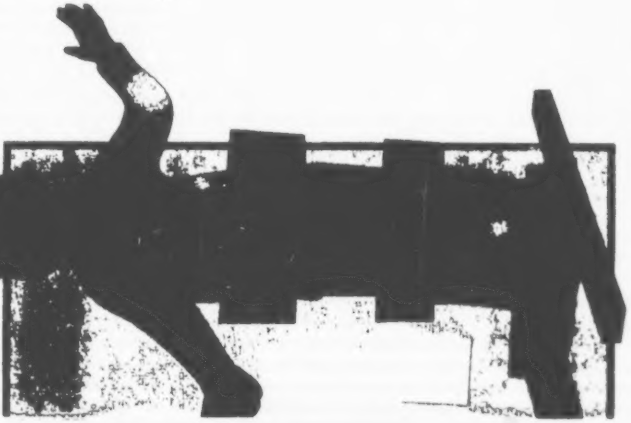
Center for Early Childhood
Project TIES
East Tennessee State University
P. O. Box 70434
Johnson City TN 37614

TIES

IDEAs that Work
Office of Special Education Programs

Toward Inclusion in Early Services



Together we TIE the bonds of knowledge.

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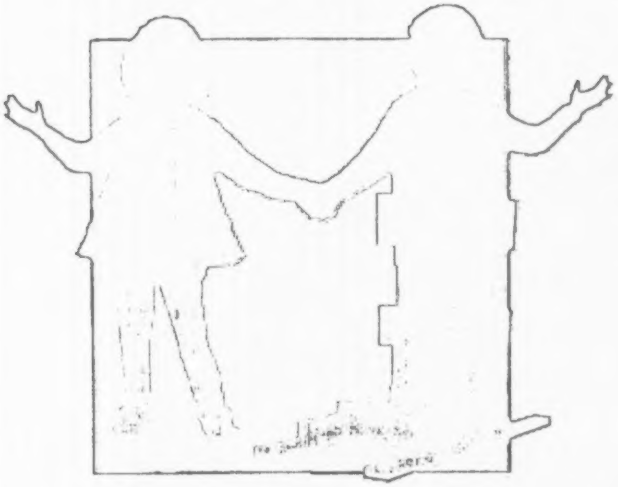


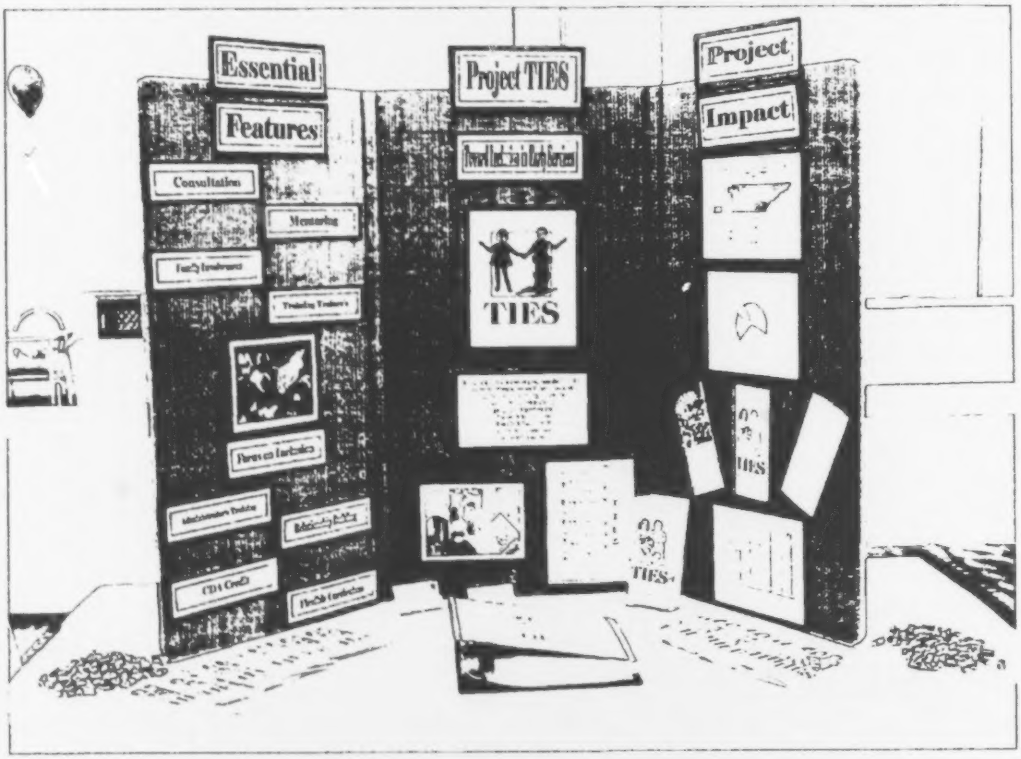
Project TIES Training Workshop

Towards Inclusion in Early Settings

Project TIES is pleased to announce a FREE training session for all TECTA staff. Project TIES is eager to meet with all new TECTA staff members to introduce steps and practices that they can use in training students to create successful inclusive environments. The training sessions will feature numerous guest speakers, hands-on activities, and training materials. Reimbursement will be offered for travel expenses.

This training session will take place July 17 and 18 in conjunction with ETSU's Annual Early Childhood Conference.

For registration and information on this training session, please contact Brenda Little at 423.439.7841 or email at ZBWL3@etsu.edu


Essential
Features
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Mentoring
Project TIES
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Project TIES display used for presentations and recruitment

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East Tennessee State University
Project TIES

Project TIES Update

Meet the New Principal Investigator for Project TIES

Dr. Clarissa Willis joins Project TIES as the new principal investigator. Dr. Willis earned a Ph.D. in Special Education from the University of Southern Mississippi in Hattiesburg and brings a variety of experience to the project.

Betsy Harvey

As the new Associate Director of the center for Early Childhood Excellence at East Tennessee State University, she will be responsible for working with both Project TIES and the Tennessee Early Intervention System.

Dr. Willis began her career as a public school speech pathologist and taught special education for over ten years. While at USM in Hattiesburg, she was the project director for a home-based early intervention program that provided parent training and technical support for children with severe disabilities throughout the state of Mississippi. She also wrote and directed a grant to develop a full inclusion project in a university based early childhood setting.

Dr. Willis was previously at ETSU from 1993-1995 as an assistant professor of Special Education. After leaving ETSU she accepted a position with the Southern Early Childhood Association as the Executive Director. She is the author of three books, *Your Child's Brain: Food for Thought, Children with Special Needs in the Regular Classroom,* and *You Can't Leave Till You Do the Paperwork: Matters of Life and Death.*

Dr. Willis is very excited about being back in the east Tennessee area and is looking forward to working with Project TIES and TECTA in the effort to further inclusionary practices for children and their families.

New TECTA trainers, coordinators, and others who are interested in TIES training, please call us. Contact Brenda or Ashley at (423) 439-7841. We will be happy to schedule a time to come and conduct training in your area.

Coming Soon: Project TIES website

Project TIES is currently developing a website. This will enable us to provide you with updated information on working with children with special needs and their families.

Visitors to the site will be able to contact TIES with questions concerning specific situations. The site will enable Project TIES to disseminate new information concerning Project TIES training, inclusion and children with special needs.

In addition, there will be downloadable worksheets for parents and teachers concerning specific disabilities and classroom adaptations. The scheduled launch date for the website is early December.

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TIES Activity 2 Strategies for Arranging the Learning Environment
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  Supplemental Notes: Organizing The Inclusive Preschool
  Supplemental Notes: The Daily Schedule - Making Environments Predictable
  Supplemental Notes: Adapting Routines
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  Supplemental Handout: The Daily Schedule - Making Environments Predictable
  Supplemental Handout: Adapting Routines
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Guide to Professionalism

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TIES Kit Materials

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VIDEOS

Starting Point....Children are Children First. San Diego, CA: The California Child Care Health Program.

Gold, B. (Executive Producer). In the Middle: A program about mainstreaming. Fanlight Productions.

Just A Kid Like Me. Los Angeles, CA: Child and Family Services.

Special Care Program. What a Wonderful World. Richmond, VA: Metro Video Productions.

Gifts of Love. National Down Syndrome Society.

CHILDREN'S BOOKS

- Friends at School
- Big Brother Dustin
- Waiting For Baby Joe
- Even Little Kids Get Diabetes
- Alex, the Kid with AIDS
- The Lion Who Had Asthma
- Veronica's First Year
- Where's Chimpy
- A Cane In Her Hand
- Words In Our Hands
- Nick, Join In
- Howie Helps Himself

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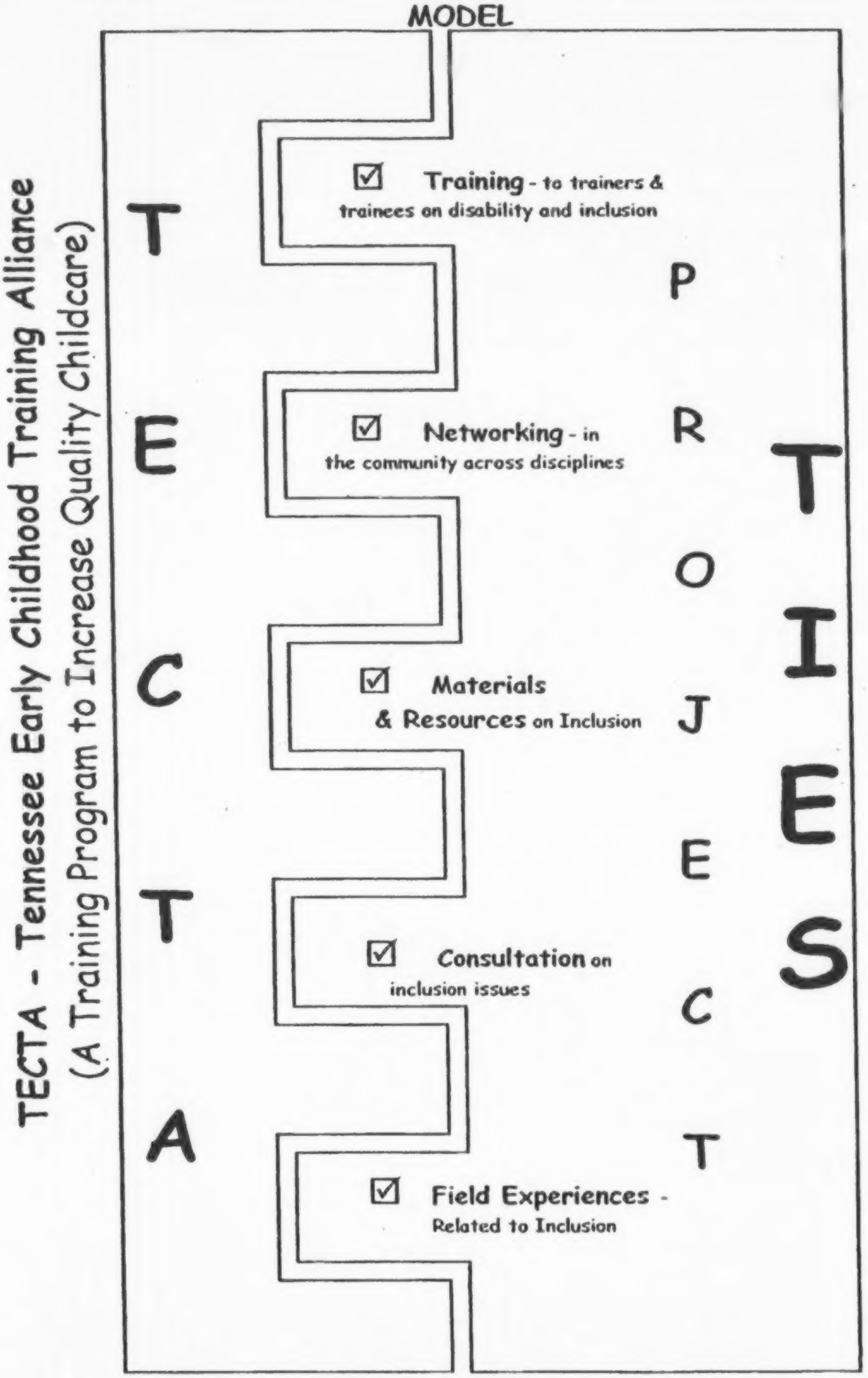
- Playdough
- Wooden Blocks
- Inclusive Posters
- Gloves
- Crayons
- Pegboard
- Checkout Log for Materials

Appendix C
TECTA/TIES Model



MODEL
TECTA - Tennessee Early Childhood Training Alliance
(A Training Program to Increase Quality Childcare)
T E C T A
PROJECT
TIES

☑ **Training** - to trainers & trainees on disability and inclusion

☑ **Networking** - in the community across disciplines

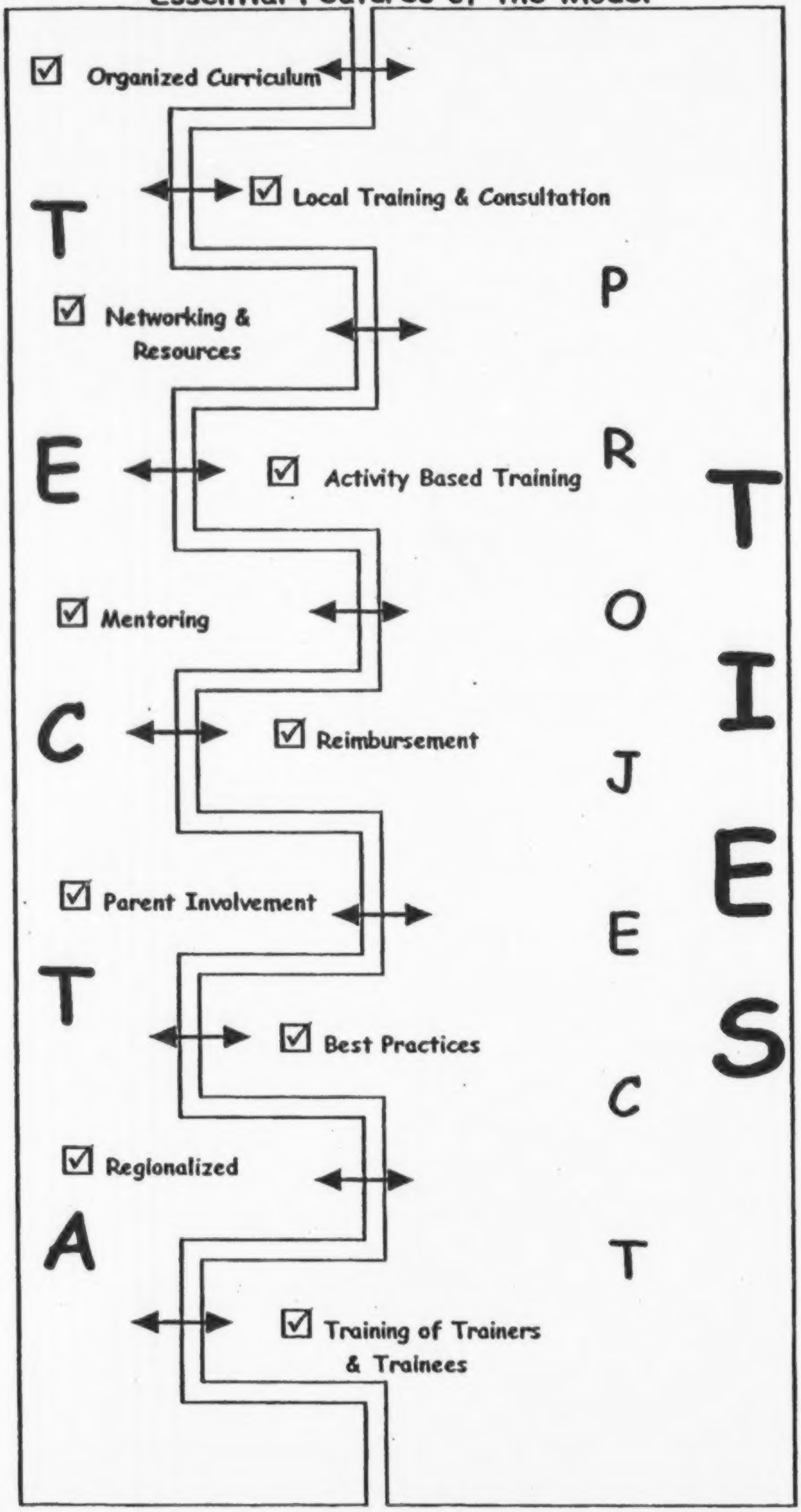
☑ **Materials & Resources** on Inclusion

☑ **Consultation** on inclusion issues

☑ **Field Experiences** - Related to Inclusion

Project TIES Model: Filling in the Gaps for Children with Specia

Essential Features of the Model


☑ Organized Curriculum
☑ Local Training & Consultation
☑ Networking & Resources
☑ Activity Based Training
☑ Mentoring
☑ Reimbursement
☑ Parent Involvement
☑ Best Practices
☑ Regionalized
☑ Training of Trainers & Trainees
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Project TIES Model: Filling in the Gaps for Children with Special Needs

Appendix D
Training: Map of Tennessee TECTA/TIES Training Areas

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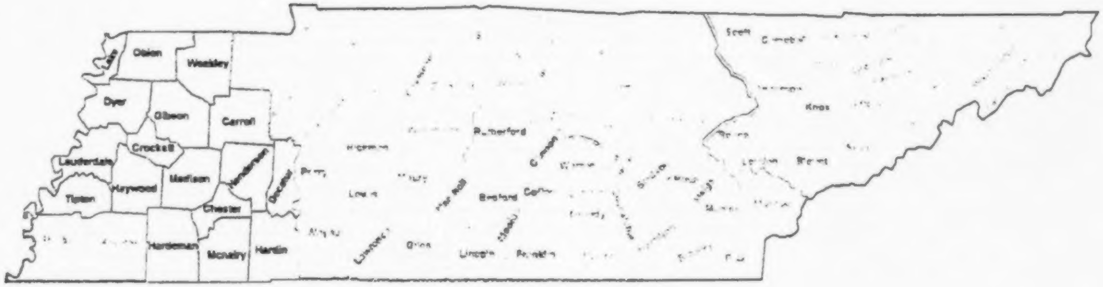
Tennessee Early Childhood Training Alliance (TECTA)
Program Expansion By Counties and Institutional Service Areas
1998-2000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Dyer
Gibson
Carroll
Crockett
Lauderdale
Haywood
Madison
Henderson
Decatur
Tipton
Chester
Hardeman
McNairy
Hardin
Perry
Hickman
Lewis
Maury
Giles
Lawrence
Rutherford
Bedford
Coffee
Lincoln
Franklin
Scott
Knox
Blount

☐ **West**
Shelby State Community College

☐ **Northwest**
Dyersburg State Community College
Jackson State Community College

☐ **Upper Middle**
Austin Peay State University
Volunteer State Community College

☐ **Middle**
Tennessee State University
Volunteer State Community College

☐ **South Central**
Middle Tennessee State University
Columbia State Community College
Motlow State Community College

☐ **Upper Cumberland**
Tennessee Technological University
Roane State Community College
Volunteer State Community College

☐ **Southeast**
Chattanooga State Technical Community College
Cleveland State Community College

☐ **Knoxville**
Roane State Community College
Pellissippi State Technical Community College

☐ **East**
East Tennessee State University
Walters State Community College
Northeast State Technical Community College

Research and Policy Center on Basic Skills
Tennessee State University, Nashville, TN

10/98

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TECTA Trainers

Original Sites in TN	
East Tennessee State University	18
Chattanooga State Technical Community College	14
Dyersburg State Community College	11
Tennessee State University	8
Roane State Community College	5
Outreach Sites in TN	
Southwest Tennessee State Community College	5
Middle Tennessee State University	8
Austin Peay State University	6
Tennessee Technological University	5
Total	80

Project TIES Training

Date	Place	Participants	Total Number
1/24/1998	East TN State University	TECTA Trainers	18
2/26/1998	Nashville, TN (LRE Conference)	Others	20
4/8/1998	Bristol, TN	TECTA Students	19
4/11/1998	Greeneville, TN	TECTA Students	17
7/16/1998	Jonesborough, TN	TECTA Trainers	8
10/10/1998	Roane State CC - Oak Ridge	TECTA Trainers	5
11/6/1998	Chattanooga State CC	TECTA Trainers	14
11/14/2002	TN State University - Nashville	TECTA Trainers	8
11/20/2002	Intermountain Region Meeting	Others	10
11/30/2002	Johnson City, TN -TECTA	Others	15
12/5/1998	Dyersburg State - Trenton	TECTA Trainers	11
12/8/1998	Greenville, TN	TECTA Students	22
	TOTAL 1998		167
1/27/1999	Morristown, TN	Others	12
2/9/1999	LRE Conference	Others	40
3/27/1999	SECA - Nashville, TN	Others	20
4/8/1999	Kingsport, TN	TECTA Students	13
4/10/1999	Kingsport, TN	TECTA Students	16
4/20/1999	Greenville, TN	TECTA Students	14
6/1/1999	Elizabethton, TN	TECTA Students	17
8/3/1999	Elizabethton, TN	TECTA Students	14
10/10/1999	TAYEC - Memphis, TN	Others	13
11/13/1999	NAEYC - New Orleans	Others	17
	Total 1999		176
1/19/2000	Johnson City, TN	TECTA Trainers	6
2/26/2000	Shelby State - Memphis	TECTA Trainers	5
4/8/2000	SECA - Birmingham	Others	23
4/13/2000	Johnson City, TN	TECTA Students	22
4/18/2002	Morristown, TN	TECTA Students	20
4/29/2000	Middle TN State - Murfreesboro	TECTA Trainers	8
5/19/2000	Austin Peay - Clarksville	TECTA Trainers	6
7/6/2000	Greenville, TN	TECTA Students	12
7/20/2000	Blountville, TN	TECTA Students	11
7/29/2000	ETSU Early Childhood Conf	Others	37
8/27/2000	Kingsport, TN	TECTA Students	16
10/6/2000	TAEYC - Nashville, TN	Others	12
10/23/2000	Blountville, TN	Others	17
11/13/2000	Johnson City, TN	Others	32
unknown	TN Tech	TECTA Students	8
unknown	Roane State CC	TECTA Students	12
11/18/2000	TN Tech - Cookeville	TECTA Trainers	5
	Total for 2000		252

1/30/2001	Kingsport, TN	Other	19
2/15/2001	Rogersville, TN	TECTA Students	13
3/5/2001	Sevierville, TN	Other	27
5/22/2001	Bristol, TN	TECTA Students	17
6/10/2001	Nashville, TN	other	15
unknown	Roane State	TECTA Students	10
7/18/2001	Johnson City, TN	other	5
7/26/2001	ETSU	other	43
7/27/2001	ETSU Early Childhood Conf	other	17
9/13/2001	Blountville, TN	other	26
11/2/2001	NAEYC - Anaheim, CA	other	32
12/3/2001	DEC- Boston, MA	other	27
12/10/2002	Morristown, TN	TECTA Students	34
	Total for 2001		285
1/30/2002	Kingsport, TN	TECTA Students	24
2/7/2002	Kingsport, TN	TECTA Students	13
2/11/2002	LRE Conference	Others	26
2/1/2002	Johnson City, TN	TECTA Students	24
2/25/2002	Johnson City, TN	Others	18
3/4/2002	Blountville, TN	Others	14
4/8/2002	VAECE - Norfolk	Others	4
5/1/2002	Sevierville, TN	Others	8
5/15/2002	Sevierville, TN	Others	26
6/11/2002	NAEYC Professionalism	Others	27
6/22/2002	Elizabethton, TN	Others	18
8/15/2002	Elizabethton, TN	Others	28
7/3/2002	Pottsville, AR	Others	17
7/17/2002	Johnson City, TN	Others	16
10/21/2002	College Station, TX	Others	21
10/31/2001	Johnson City, TN	Others	18
11/8/2002	Tuba City, AZ	Others	75
12/7/2002	DEC - San Diego	Others	15
	Total for 2002		392

Appendix E
Survey of Project TIES Kit

Project TIES - Survey of TIES Kit

Name and Title of person completing the survey? ____________________

I. Use of the TIES Kit

__________ Our TECTA Site has used the TIES Kit for training purposes.

__________ Our TECTA Site has not used the TIES Kit for training purposes.

II. Number of TIES Kits and Storage Location

1. Our TECTA Site has __________ TIES Kit.
   (1 or 2 Kits)

2. Please list below where each TIES Kit is stored and the procedures for lending the materials to TECTA Trainers and Students.

3. If your TECTA Site has only one TIES Kit would an extra kit benefit your area? Please explain how the TIES Kit would benefit your TECTA Site.

III. Please answer the following question about the TIES Kit

1. Please list the books and manuals that have been most helpful from the TIES Kit.

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2. Please list the videos that have been most helpful from the TIES Kit.

3. Do you feel that there are certain books, videos, or manipulatives that the TIES Kit should have duplicated for each kit? Please list each of the items and explain why you TECTA Site would benefit from duplicates.

4. Please list other recommended books, videos, or manipulatives that you feel would be good addition to the TIES Kit. (Example: list the name of the book, the author, and th information to order this item.)

5. List any items from the TIES Kit that have not been helpful to your TECTA Site.

6. Additional comments you would like to make about the TIES Kit:

You will find attached an inventory of all items that should be located in the TIES Kit. Please complete this inventory and call our office to order missing items. This will be the final order to receive all the materials for the TIES Kit in your area.

Appendix F
Inclusion Questionnaire

Inclusion Questionnaire

0 1 2 3 4 5 6 7

Not true of me now   Somewhat true of me now   Very true of me now

0 1 2 3 4 5 6 7 I now know of some other approaches that might work better.

0 1 2 3 4 5 6 7 I have a very limited knowledge about inclusion.

0 1 2 3 4 5 6 7 I am concerned about how inclusion affects trainees.

0 1 2 3 4 5 6 7 I would like to familiarize trainees with progress in inclusive programs.

0 1 2 3 4 5 6 7 I would like to excite my trainees about their part in this approach.

0 1 2 3 4 5 6 7 At this time, I am not interested in learning about inclusion.

Adapted from: Floyd, S. (1988). The development of teacher training principles from identified teacher concerns related to mainstreaming in a day care center
(Unpublished doctoral dissertation)

Hall, G. Concerns-based attitude model. Research and Development Center,

Appendix G
Follow-up Surveys

Follow-Up Survey for TECTA Trainees

(for students completing only a TECTA Orientation Class)

Name (optional): ______________________________

Date of TECTA Training: ____________________ Instructor: ____________________
(will be completed based on TECTA database) (will be completed based on TECTA database)

Location TECTA Training: ____________________ Regional Code: ____________________
(will be completed based on TIES database) (will be completed based on TIES database)

Which type of TECTA Orientation training have you received? (mark all that apply)

Orientation Training:

____ Family Child Care Orientation
____ Infant Toddler Orientation
____ Center Base Orientation
____ Administration Orientation

Use the scale below to answer the questions on this page

SD	D	N	A	SA
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

As a result of participating in the TECTA Orientation training:

SD D N A SA	I am aware of the legal and ethical issues that must be considered when caring for children with disabilities or developmental delays?
SD D N A SA	I have a greater knowledge of the variations that occur in growth and stage of development for children with disabilities or developmental delays?
SD D N A SA	I recognize the value of developmentally appropriate practices and play for children who have disabilities or developmental delays?
SD D N A SA	I can identify many of the components of a quality learning environment for children with disabilities or developmental delays?
SD D N A SA	I can use appropriate infectious disease control techniques with children who have disabilities or developmental delays?
SD D N A SA	I know how to establish appropriate guidance techniques with children who have disabilities or developmental delays in inclusive settings?

SD D N A SA I know the steps involved in obtaining additional screenings and assistance for children that exhibit disabilities or developmental delays?

SD D N A SA I am aware of the typical concerns of families with children with development delays and know how to refer them for community assistance?

SD D N A SA I know how to create a climate of acceptance for all children that values the uniqueness of each child?

SD D N A SA I am familiar with the resources in the Project TIES kit that are available for use in my classroom?

Since you have completed the TECTA Orientation Class are there more children with disabilities included in your classroom?

______ yes ______ no

How many children with diagnosed disabilities (from mild speech and communication delays to children with severe delays) are currently being served in your classroom? ________________

If you are currently serving children with disabilities, please list the type of disability that each child has (do not list names): ____________________________________

____

____

Please list any additional comments that you would like to make about serving children with special needs in your classroom: ____________________________________

____

____

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Follow-Up Survey for TECTA Trainers

Date of Project TIES Training: ____________________
(will be completed based on TIES database)

Location of Project TIES Training: ____________________
(will be completed based on TIES database)

Which type of TECTA training have you provided? (mark all that apply)

Orientation:

___ Family Child Care ___ Infant-Toddler	___ Safe Healthy Learning Environments
___ Center-Base ___ School Age	___ Foundations of Child Development
___ Administration	___ Family Dynamics and Community Involvement

Use the scale below to answer the questions in this survey

SD	D	N	A	SA
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

As a result of participating in the Project TIES (Towards Inclusion in Early Settings) training:

SD D N A SA	I have a better understanding of the unique needs of families with young children with disabilities?
SD D N A SA	I have a greater awareness of the characteristics of young children with developmental delays and the challenges they face?
SD D N A SA	I am more familiar with practices and strategies necessary for including young children with disabilities in child care?
SD D N A SA	I feel more comfortable with including young children with disabilities in child care settings?
SD D N A SA	I know when to refer young children exhibiting developmental delays to the appropriate agencies for screening?
SD D N A SA	I have a better understanding of resources available in my community for families that have a young child with disabilities?
SD D N A SA	I am familiar with the resources in the Project TIES kit that are available for my use during TECTA training?
SD D N A SA	I have incorporated active and reflective learning techniques in my TECTA training that were exhibited during the Project TIES training?

If you have taught a TECTA Orientation class please answer the following question:

SD D N A SA In the TECTA Orientation modules, I feel the materials on including young children with disabilities has given child care providers an awareness for implementing inclusion in their classrooms?

If you have taught a TECTA Level I or Level II class please answer the following questions:
(please refer to the attched inventory of handouts, activities, and manipulatives to answer the following questions)

In the TECTA Level I and Level II classes, have you used any materials from the Project TIES Training Manual?

_____ yes _____ no

If you answered yes, please specify which materials (handouts/activities) you included in your TECTA training: ____________________

____

____

In the TECTA Level I and Level II classes, have you used any resources from the Project TIES Kit?

_____ yes _____ no

If you answered yes, please specify which materials (training manuals, videos, children's books, manipulatives) you included in your TECTA training and how the materials enhanced your training: ____________________

____

____

In the TECTA Level IIB (Family Dynamics & Community Involvement) have you used the Skills Checklist for Providers of Integrated Child Care Handout (Activity 1 - Professionalism)?

_____ yes _____ no

Additional comments that you would like to make about the Project TIES Manuals or Project TIES Kits? ____________________

____

____

Follow-Up Survey for TECTA Trainees

(for students completing TECTA Level I - Safe, Healthy Learning Environemnts)

Name (optional): ____

Date of TECTA Training: ______________________ Instructor: ______________________

(will be completed based on TECTA database) (will be completed based on TECTA database)

Location TECTA Training: ______________________ Regional Code: ____________________

(will be completed based on TIES database) (will be completed based on TIES database)

Use the scale below to answer the questions on this page

SD	D	N	A	SA
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

As a result of participating in the TECTA Level I training:

SD D N A SA I am aware of the legal and ethical issues that must be considered when caring for children with disabilities or developmental delays?

SD D N A SA I have a greater knowledge of the variations that occur in growth and stage of development for children with disabilities or developmental delays?

SD D N A SA I recognize the value of developmentally appropriate practices and play for children who have disabilities or developmental delays?

SD D N A SA I can identify many of the components of a quality learning environment for children with disabilities or developmental delays?

SD D N A SA I can evaluate and make adaptations to my learning environment to accommodate children with disabilities or developmental delays?

SD D N A SA I can use appropriate infectious disease control techniques with children who have disabilities or developmental delays?

SD D N A SA I can implement basic health, nutrition, and safey management practices for young children with disabilities or developmental delays?

SD D N A SA I know how to establish appropriate guidance techniques with children who have disabilities or developmental delays in inclusive settings?

SD D N A SA I know the steps involved in obtaining additional screenings and assistance for children that exhibit disabilities or developmental delays?

SD D N A SA I am aware of the typical concerns of families with children with development delays and know how to refer them for community assistance?

SD D N A SA I know how to create a climate of acceptance for all children that values the uniqueness of each child?

SD D N A SA I am familiar with the resources in the Project TIES kit that are available for use in my classroom?

Since you have completed the TECTA Level I Class are there more children with disabilities included in your classroom?

______ yes ______ no

How many children with diagnosed disabilities (from mild speech and communication delays to children with severe delays) are currently being served in your classroom? ______________

If you are currently serving children with disabilities, please list the type of disability that each child has (do not list names): ____

____

____

Please list any additional comments that you would like to make about serving children with special needs in your classroom: ____

____

____

Follow-Up Survey for TECTA Trainees

(for students completing TECTA Level II A - Foundations of Child Development)

Name (optional): ________________________________

Date of TECTA Training: ____________________
(will be completed based on TECTA database)

Instructor: ____________________
(will be completed based on TECTA database)

Location TECTA Training: ____________________
(will be completed based on TIES database)

Regional Code: ____________________
(will be completed based on TIES database)

Use the scale below to answer the questions on this page

SD	D	N	A	SA
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

As a result of participating in the TECTA Level II A training:

SD D N A SA	I am aware of the legal and ethical issues that must be considered when caring for children with disabilities or developmental delays?
SD D N A SA	I have a greater knowledge of the variations that occur in growth and stage of development for children with disabilities or developmental delays?
SD D N A SA	I can recognize how a child's development may be affected by a disability?
SD D N A SA	I recognize the value of developmentally appropriate practices and play for children who have disabilities or developmental delays?
SD D N A SA	I understand how to adapt developmentally appropriate practices for children with disabilities or development delays?
SD D N A SA	I can identify many of the components of a quality learning environment for children with disabilities or developmental delays?
SD D N A SA	I can evaluate and make adaptations to my learning environment to accommodate children with disabilities or developmental delays?
SD D N A SA	I can use appropriate infectious disease control techniques with children who have disabilities or developmental delays?

SD D N A SA	I can implement basic health, nutrition, and safety management practices for young children with disabilities or developmental delays?
SD D N A SA	I know how to establish appropriate guidance techniques with children who have disabilities or developmental delays in inclusive settings?
SD D N A SA	I can develop strategies that will enhance positive interactions among typically and atypically developing children?
SD D N A SA	I know the steps involved in obtaining additional screenings and assistance for children that exhibit disabilities or developmental delays?
SD D N A SA	I can observe, assess and evaluate children with disabilities or developmental delays to gather and report in information to make decisions to benefit the child.
SD D N A SA	I am aware of the typical concerns of families with children with development delays and know how to refer them for community assistance?
SD D N A SA	I know how to create a climate of acceptance for all children that values the uniqueness of each child?
SD D N A SA	I can demonstrate culturally sensitive acceptance of all children?
SD D N A SA	I am familiar with the resources in the Project TIES kit that are available for use in my classroom?

Since you have completed the TECTA Level II A Class are there more children with disabilities included in your classroom?

______ yes ______ no

How many children with diagnosed disabilities (from mild speech and communication delays to children with severe delays) are currently being served in your classroom? ________________

If you are currently serving children with disabilities, please list the type of disability that each child has (do not list names): ____

____

____

Please list any additional comments that you would like to make about serving children with special needs in your classroom: ____

____

____

Follow-Up Survey for TECTA Trainees

(for students completing TECTA Level II B - Family Dynamics & Community Involvement)

Name (optional): ______________________________

Date of TECTA Training: ____________________
(will be completed based on TECTA database)

Instructor: ____________________
(will be completed based on TECTA database)

Location TECTA Training: ____________________
(will be completed based on TIES database)

Regional Code: ____________________
(will be completed based on TIES database)

Use the scale below to answer the questions on this page

SD	D	N	A	SA
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

As a result of participating in the TECTA Level II B training:

SD D N A SA I am aware of the legal and ethical issues that must be considered when caring for children with disabilities or developmental delays?

SD D N A SA I have a greater knowledge of the variations that occur in growth and stage of development for children with disabilities or developmental delays?

SD D N A SA I can recognize how a child's development may be affected by a disability?

SD D N A SA I recognize the value of developmentally appropriate practices and play for children who have disabilities or developmental delays?

SD D N A SA I understand how to adapt developmentally appropriate practices for children with disabilities or development delays?

SD D N A SA I can identify many of the components of a quality learning environment for children with disabilities or developmental delays?

SD D N A SA I can evaluate and make adaptations to my learning environment to accommodate children with disabilities or developmental delays?

SD D N A SA I can use appropriate infectious disease control techniques with children who have disabilities or developmental delays?

SD D N A SA	I can implement basic health, nutrition, and safety management practices fo young children with disabilities or developmental delays?
SD D N A SA	I know how to establish appropriate guidance techniques with children who have disabilities or developmental delays in inclusive settings?
SD D N A SA	I can develop strategies that will enhance positive interactions among typically and atypically developing children?
SD D N A SA	I know the steps involved in obtaining additional screenings and assistance for children that exhibit disabilities or developmental delays?
SD D N A SA	I can observe, assess and evaluate children with disabilities or developmenta delays to gather and report in information to make decisions to benefit the child.
SD D N A SA	I am aware of the typical concerns of families with children with development delays and know how to refer them for community assistance
SD D N A SA	I recognize the role of the child care providers in building relationships and establishing collaboration between families and other support services?
SD D N A SA	I know how to create a climate of acceptance for all children that values the uniqueness of each child?
SD D N A SA	I can demonstrate culturally sensitive acceptance of all children?
SD D N A SA	I can recognize the role of the child care provider in working effectively as a member of a professional team to benefit children with disabilities or developmental delays?
SD D N A SA	I am familiar with the resources in the Project TIES kit that are available for use in my classroom?

Since you have completed the TECTA Level II B Class are there more children with disabilities included in your classroom?

______ yes　　______ no

How many children with diagnosed disabilities (from mild speech and communication delays to children with severe delays) are currently being served in your classroom? _______________

If you are currently serving children with disabilities, please list the type of disability that each child has (do not list names): ____

Please list any additional comments that you would like to make about serving children with special needs in your classroom: ____

Additional Comments
East Tennessee

1. Workshop was very informative. I received lots of good materials to use in classes.
2. Training thru TIES has always been quite informative, thorough, thoughtful and well-presented.
3. Terrific opportunities for child care providers.
4. I hate to see these opportunities end.
5. Thank you for a very complete in-service that provided quality experiences/information that I was able to take back to my childcare center to share with my staff whom were working directly with children with and without special needs in our preschool classrooms.
6. I enjoyed and found the workshop to be most helpful.
7. The materials developed by the TIES project are excellent. I use these material on a regular basis with my classes for TECTA students.
8. I have been involved with the adult caregivers rather than directly the children. This training was very valuable for me and for the caregivers I have been involved with who were benefited by it.
9. TIES is a wonderful source of information for TECTA instructors.
10. I enjoyed this training. After completing this workshop I continued the study of special needs children thru classes at ETSU and on site observations in special education classes.
11. I'm very thankful to have had this training. The knowledge gained from the training has been of great value to me and also to my fellow workers.

Additional Comments
Middle Tennessee

1. I cannot speak for the other special education preschool teachers in my county, but I believe the session about including special needs children was redundant for us. We are all well trained in special education and those sessions, while filled with information, it was information that we live and use daily.
2. Workshops usually dealt with one subject or the other – typical preschoolers or children with disabilities. Integrating the two was not discussed primarily – such as how would this work or be adapted for a child with a disability.
3. Excellent training. It was fun and informative.
4. The training has been helpful.
5. This training really helped me in presenting my materials to students. The material has been a vital asset in showing others the importance of inclusion. My only regret is that there are not more training to follow-up. There is so much more to learn.
6. There continues to be a need for this training in TN.
7. The program was a great learning experience for creating more equipped educators for the future. I am sad to see the grant/program go.
8. Very informative conference.

Additional Comments
West Tennessee Participants

1. As a special educator, I valued most of the exposure to general early childhood expectations.
2. This was my first introduction to Project TIES. I feel I need more training to be able to assess, evaluate, and help families with additional assistance.
3. Good workshop.
4. I hope you realize I could have given you more positive comments 14 months ago. I do not remember developmental stages discussed at this meeting, I remember the woman who did music and the items we could use for disabled and delayed children.
5. Need future programs on assessment.

Additional Comments
Middle Tennessee

1. I cannot speak for the other special education preschool teachers in my county, but I believe the session about including special needs children was redundant for us. We are all well trained in special education and those sessions, while filled with information, it was information that we live and use daily.
2. Workshops usually dealt with one subject or the other – typical preschoolers or children with disabilities. Integrating the two was not discussed primarily – such as how would this work or be adapted for a child with a disability.
3. Excellent training. It was fun and informative.
4. The training has been helpful.
5. This training really helped me in presenting my materials to students. The material has been a vital asset in showing others the importance of inclusion. My only regret is that there are not more training to follow-up. There is so much more to learn.
6. There continues to be a need for this training in TN.
7. The program was a great learning experience for creating more equipped educators for the future. I am sad to see the grant/program go.
8. Very informative conference.

Additional Comments
West Tennessee Participants

1. As a special educator, I valued most of the exposure to general early childhood expectations.
2. This was my first introduction to Project TIES. I feel I need more training to be able to assess, evaluate, and help families with additional assistance.
3. Good workshop.
4. I hope you realize I could have given you more positive comments 14 months ago. I do not remember developmental stages discussed at this meeting, I remember the woman who did music and the items we could use for disabled and delayed children.
5. Need future programs on assessment.

Appendix H
Dissemination and Documentation, Resources, Outside Evaluation

Books And References	
Active Learning for Children with Disabilities	$20.95 per copy from Redleaf Press, phone: 800-423-8309 fax 800-641-0015
Inclusive learning Material Kit	Educational Equality Concepts, 114 east Thirty-Second Street New York, NY 10016
Including All Children: Caregiving for Infants and Toddlers with Disabilities	Ann G. Haggart Associates, Inc.Box130,Hampton,NH 03842, phone: 603-926-1316,fax:603-926-3689
Including All of Us: Caring for Children with Special Needs in Early Childhood Settings	The Mainstreaming Project, San Diego State University 6505 Alvarado Road, Suite 108, San Diego, CA 92120 619-594-3728
Project Exceptional-Vol.1	$18.50 per copy. The Bureau of Publications, Sales Unit, California Department of Education P.O.Box271, Sacramento, CA 95812-0271 Fax 916-323-0823
Project Exceptional-Vol.2	Same as volume 1
Starting Point...How to Open Your Program and your Heart to Children with Special Needs	Graduate School of Public Health, California Child Care Health Program, 6505 Alvarado Road, Suite 108 San Diego CA 92120, phone: 619-594-3728 fax: 619-594-3377 email:weather@mail.sdsu.edu
Inclusion: Strategies for Working with Young Children	Peytral Publications, P.O.Box1162, Minnetonka, MN 55345 612-949-8707 fax 612-906-9777
Integrated Child Care:Meeting the Challenge	Communication Skill Builders, Inc. 3830 E. Bellevue P.O.Box 42050, Tucson, Arizona 85733 602-323-7500
Special Care Curriculum and Trainer's Manual: A resource for training child caregivers	Child Development Resources, P.O.Box280, Norge, Virginia 23127-0280 757-566-3300 fax: 757-566-8977
Creating the Inclusive Preschool:Strategies for a Successful Program	Therapy Skill Builders, a division of The Psychological Corporation, 3830 E. Bellevue/P.O.Box42050, Tucson, Arizona 85733 1-800-763-2306
Mainstreaming Young Children:A training series for child care providers	Frank Porter Graham Child Development Center CB#8180 The University of North Carolina at Chapel Hill Chapel Hill, NC 27510-8180
Handbook for the Care of Infants, Toddlers, and Young Children with Disabilities and Chronic Conditions	Pro-ed Inc. 8700 Shoal Creek Boulevard, Austin Austin, Texas 78757-6897
Including Children with Special Needs in Early Childhood Programs	National Association for the Education of Young Children 1509 16th Street, N.W. Washington,DC 20036-1426 202-232-8777 or 1-800-424-2460

Anti-Bias Curriculum-Tools for Empowering Young Children	NAEYC 1509 16th St. NW, Washington, DC 20036-1426 202-232-8777 or 1-800-424-2460 http://www.naeyc.org email:naeyc@naeyc.org
Starting Small:Teaching Tolerance in Preschool and the Early Grades	Teaching Tolerance, 400 Washington Avenue, Montgomery, AL 36104
The Creative Curriculum for Early Childhood	Gryphon House, Inc. P.O.Box275, Mt. Rainier, MD 20712
	1-800-638-0928
The Creative Curriculum for Early Childhood for Infants and Toddlers	Gryphon House, Inc. P.O.Box207, Beltsville, MD 20704-0207 1-800-638-0928
DEC Recommended Practices in Early Intervention/Early Childhood Special Education	DEC 1380 Lawrence Street, Suite 650, Denver, CO 80204 303-556-3328 www.dec-sped.org
The Creative Curriculum for Early Childhood Connecting Content, teaching, and Learning	Gryphon House, Inc. P.O.Box207, Beltsville, MD 20704-0207 1-800-638-0928

The inclusive Early Childhood Classroom: Easy Ways to Adapt Learning Centers for All Children	Gryphone House, Inc. 10726 Tucker Street, Beltsville, MD 20705 1-800-638-0928
Young Children with Special Needs: A Developmentally Appropriate Approach	Allyn&Bacon, A Viacom Company, 160 Could Street, Needham Heights, MA 02194 abacon.com (Redleaf Press 1-800-423-8309)
Creative Play Activities for Children with Disabilities: A Resource Book for Teachers and Parents	Human Kinetics, P.O.Box 5076, Champaign, IL 61825-5076 humank@hkusa.com
Videos	
Staring Point...Children are Children First	phone: 619-594-3728 fax: 619-594-3377
In the Middle:A Program About Mainstreaming	Fanlight Productions, 47 Halifax Street, Boston, MA 02130 phone:617-524-0980 fax: 617-524-8838
Just A Kid Like Me	Child and Family Services; 213-427-2700
What a Wonderful World	Metro Video, 8 South Plum St. Richmond, Virginia 23220 804-359-2500
Gifts of Love	The National Down Syndrom Society, 146 East 57st. New York, NY 10022
Anti-Bias Curriculum	http://www.naeyc.org; 1-800-424-2460

Equipment
http://www.our-kids.org/Equipment/default.html

Recommended Books
http://www.our-kids.org/Books/okbook.htm

Teaching Strategies
http://www.uni.edu/coe/inclusion/strategies/index.html

Inclusion
http://www.kidstogether.org/inc.htm
http://www.kidstogether.org/
http://www.disabilityworld.org/April-May2000/Children/Historic.htm
http://www.newhorizons.org/spneeds_schwartz1.html
http://www.emtech.net/inclusion.htm#dis1

Paraeducator Resources
http://www.uni.edu/coe/inclusion/info.html
http://www.lrpdartnell.com/cgi-bin/SoftCart.exe/scstore/p-300027.PARA.html?E+scstore

Autism Resources
http://www.maapservices.org/index.html
http://www.healing-arts.org/children/
http://www.aspennj.org/index.html
http://www.autism-pdd.net/

Legal Issues
http://www.bazelon.org/children.html
http://www.npnd.org/main.htm
http://www.healthlaw.org/
http://www.tourettesyndrome.net/Advocacy/SpecEd/advocacy_selfhelp_intro.htm

Down's Syndrome
http://www.nads.org/

Developmental Disability Center for Early Childhood
http://www.utmem.edu/bcdd/

Family Resources
http://www.vanderbilt.edu/kennedy/pathfinder/index2.html

http://www.familyvoices.org/
http://www.rarediseases.org/cgi-bin/nord
http://mercr2.med.nyu.edu/murphp01/homenew.htm
http://www.nichcy.org/pubs/newsdig/nd11txt.htm

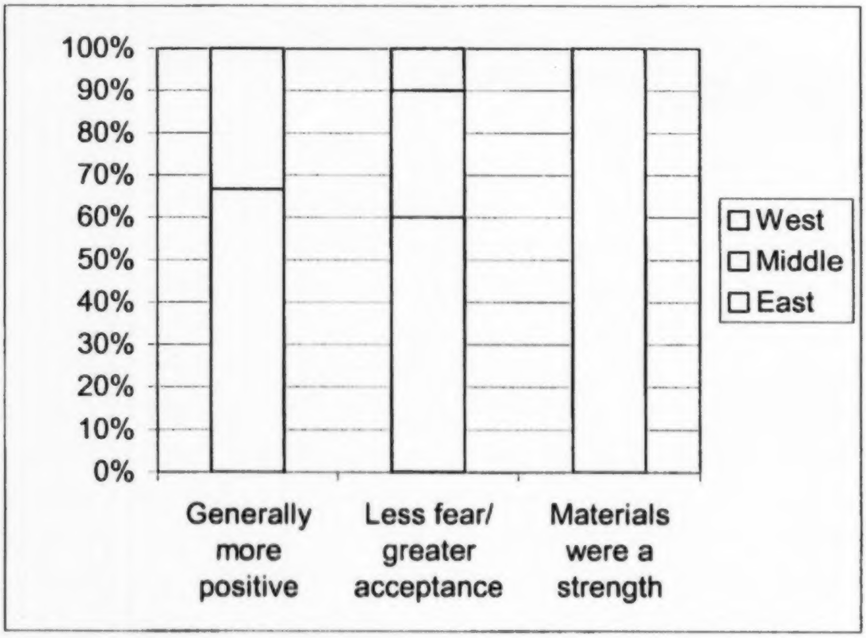
Information
http://www.specialchild.com/information.html

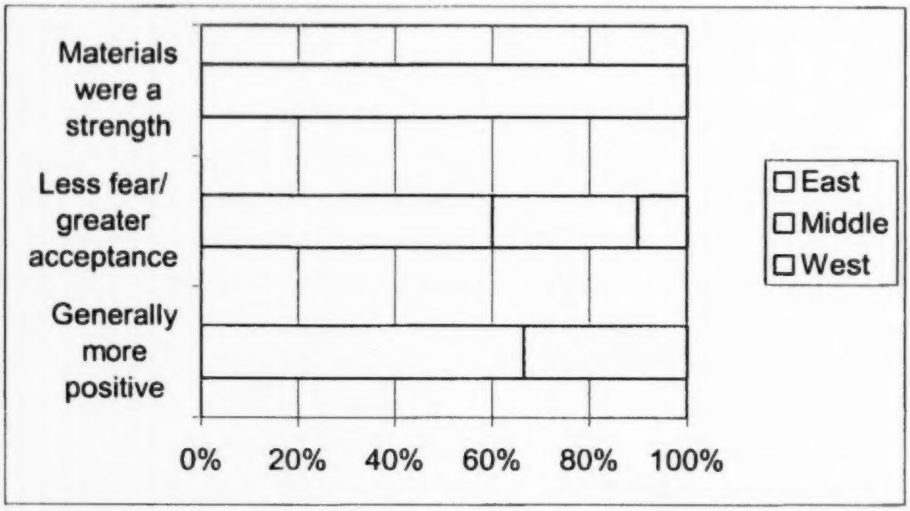
Assistance Dogs
http://www.assistance-dogs-intl.org/
http://www.ismi.net/iaadp/index.html
http://www.lovingpaws.com/home.html
http://www.keystonehumanservices.org/ssd/index.htm

Tips (feeding, g-tube)
http://www.specialchild.com/tips01.html
http://www.specialchild.com/tips03.html
http://www.specialchild.com/tips.html

Question 1

How has your attitude toward inclusion changed as a result of the training you received through Project TIES?





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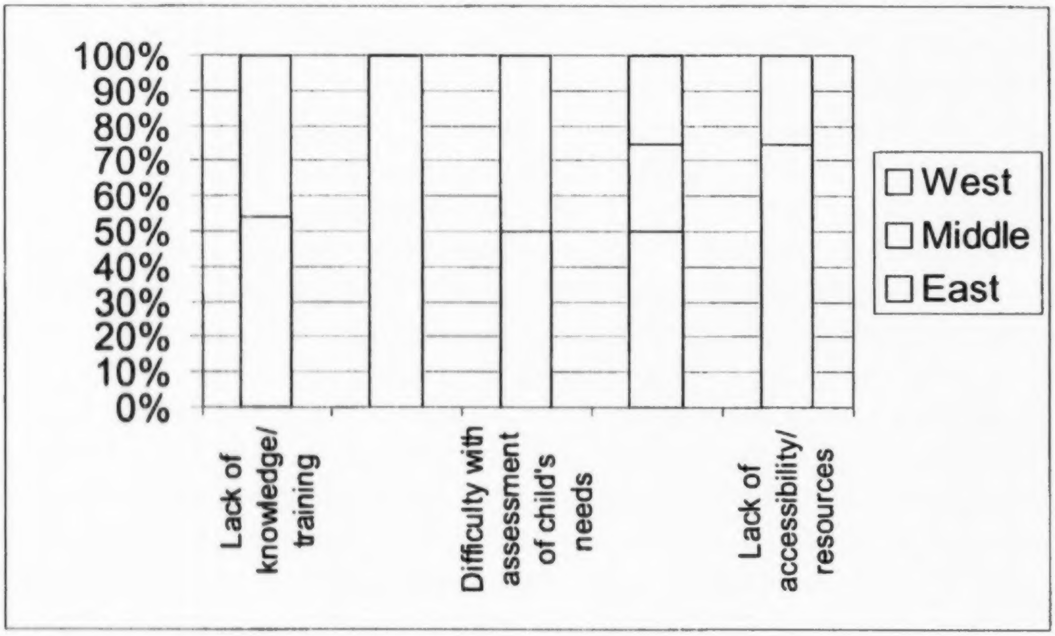
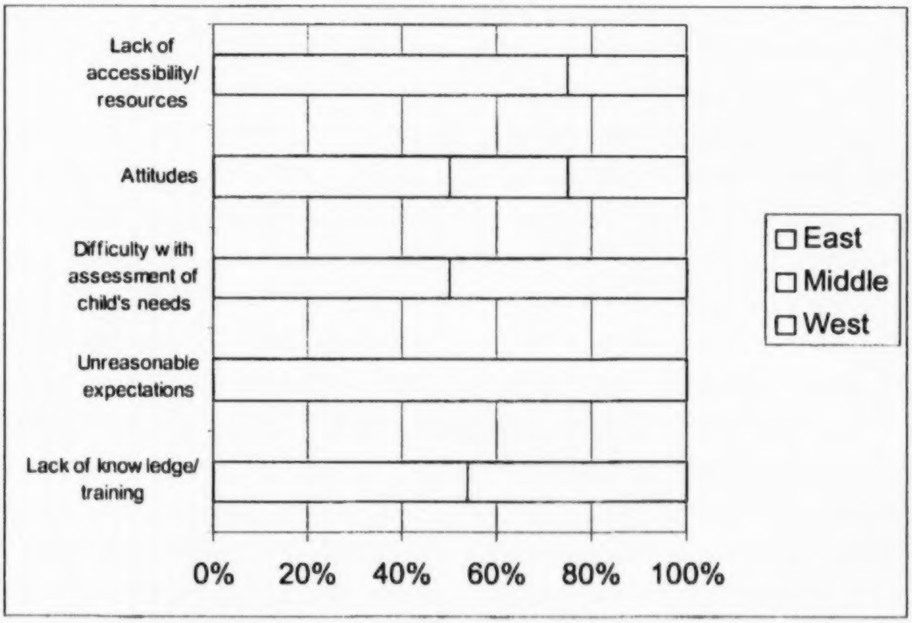
Question 2
What barriers to inclusion can you identify?





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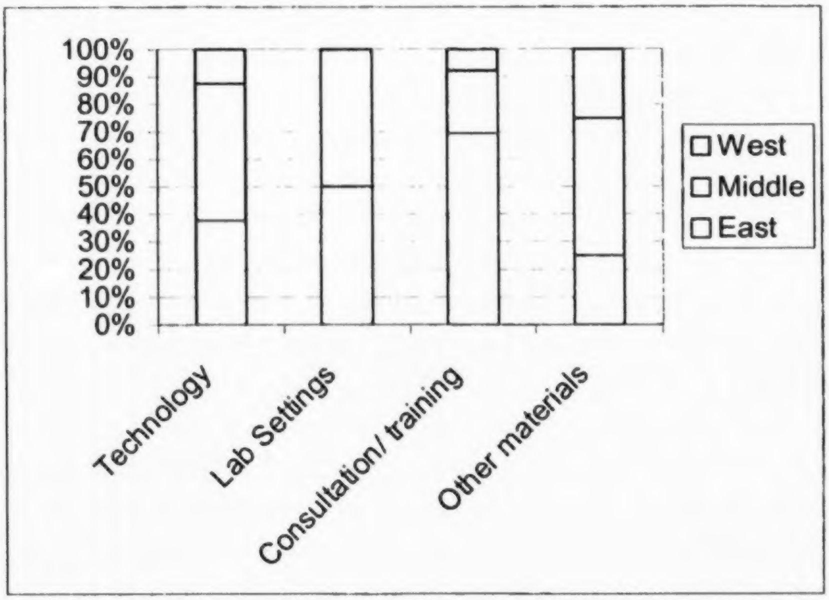
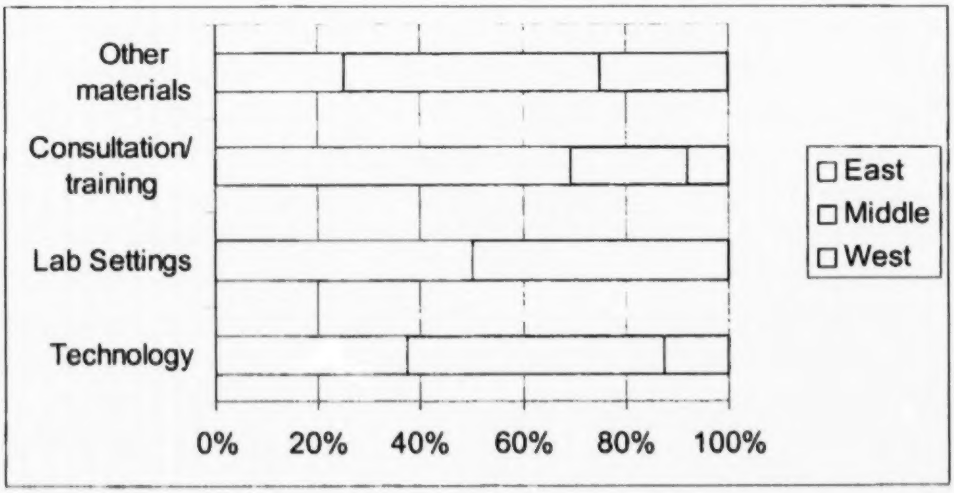
Question 3

What additional resources do you feel would benefit you in your efforts to train others to include children with disabilities?





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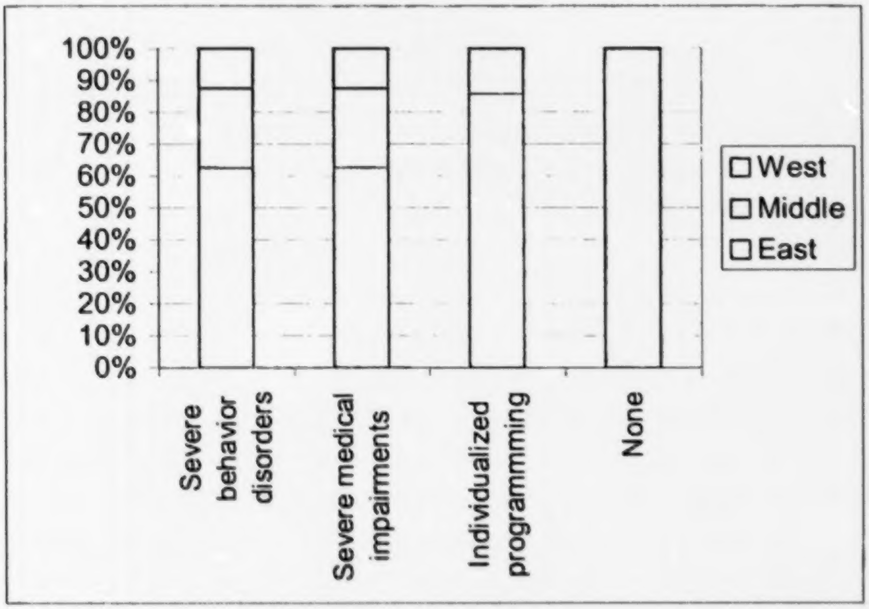
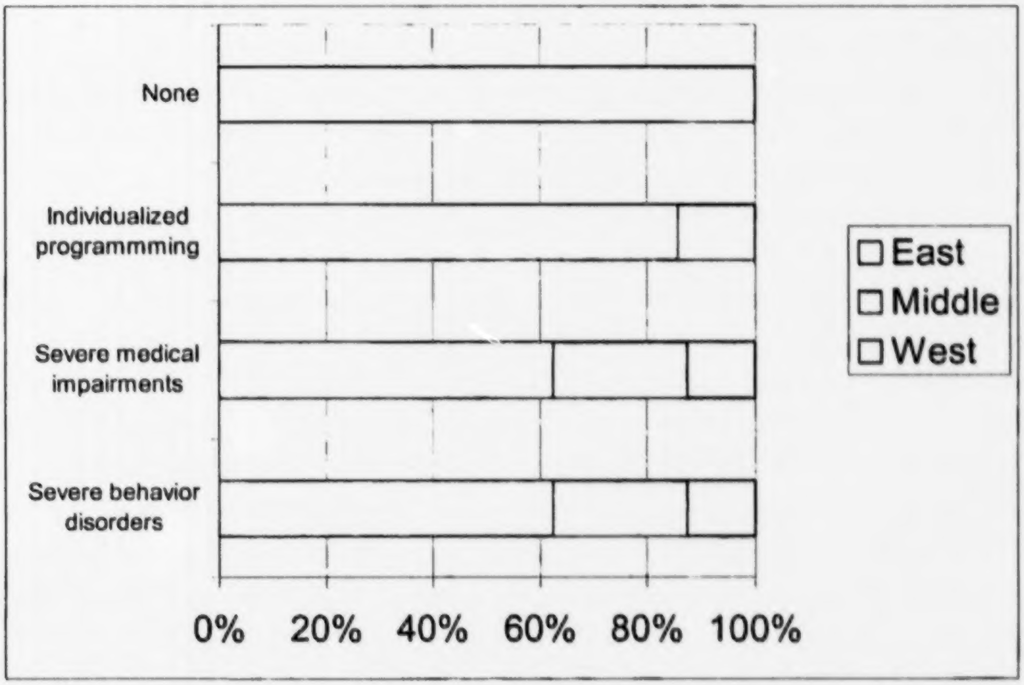
Question 4
Are there any specific disabilities that you feel cannot be served in inclusive settings?





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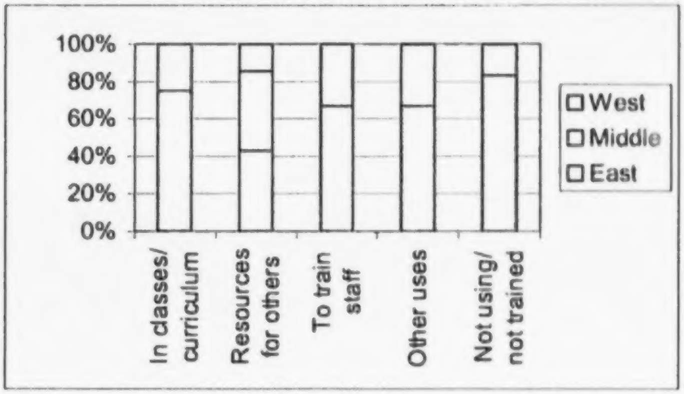
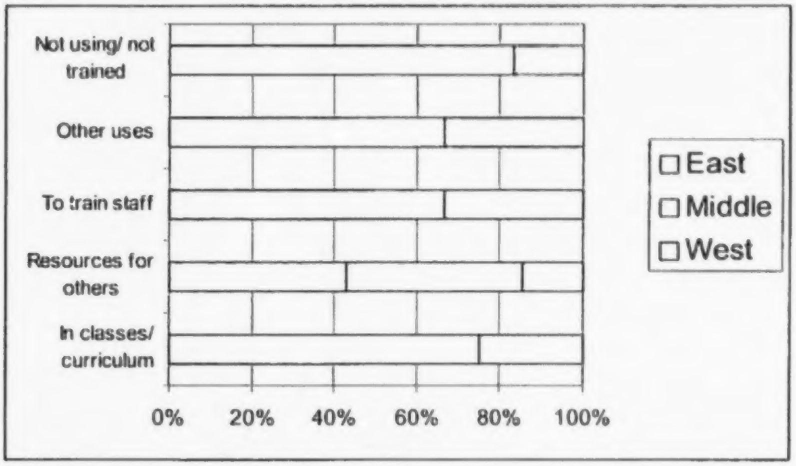
Question 5
How have you used the resources provided in the Project TIES kit or the Project TIES training?





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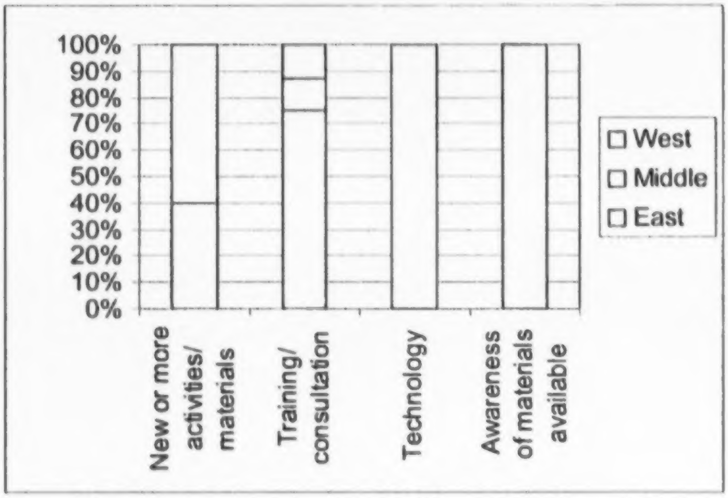
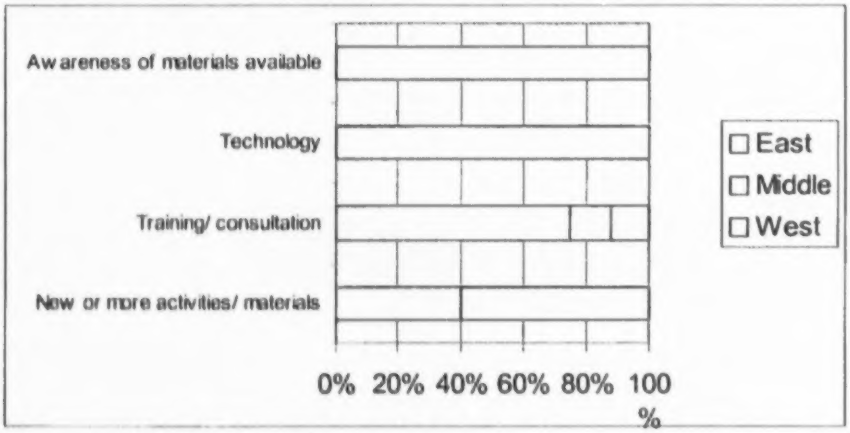
Question 6
How could information you received from Project TIES be expanded to meet the needs of new TECTA sites?





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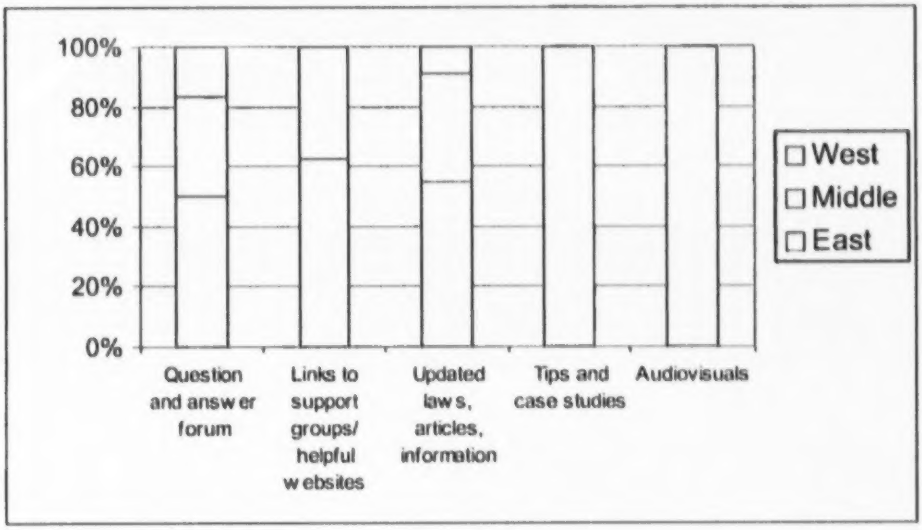
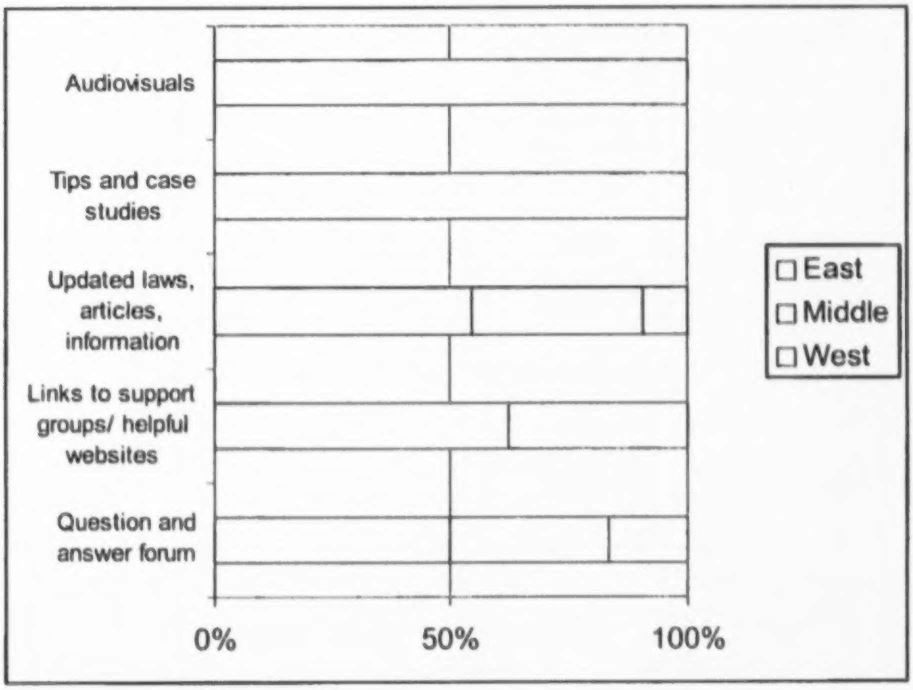
Question 7
If a website were developed for Project TIES, what types of downloadable, free access materials do you feel would be helpful to you?





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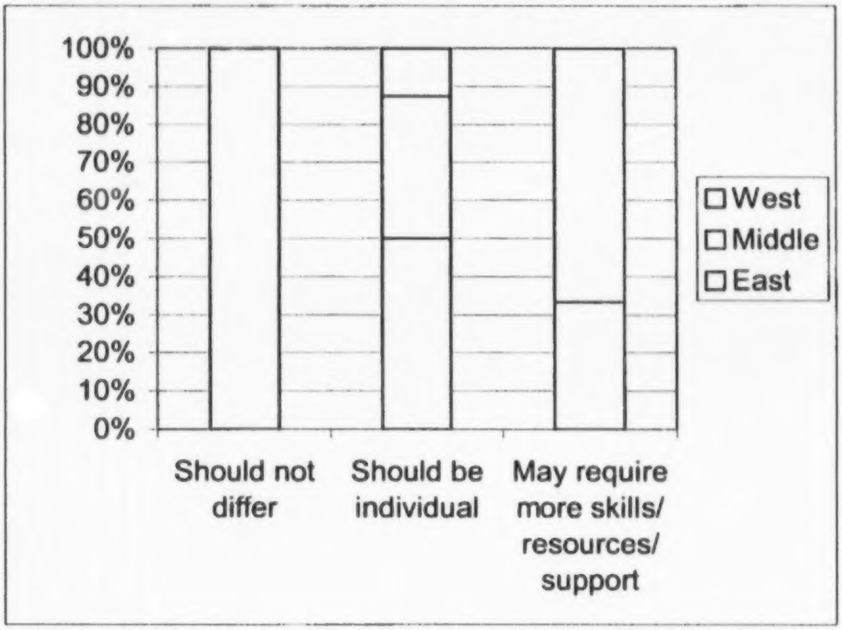
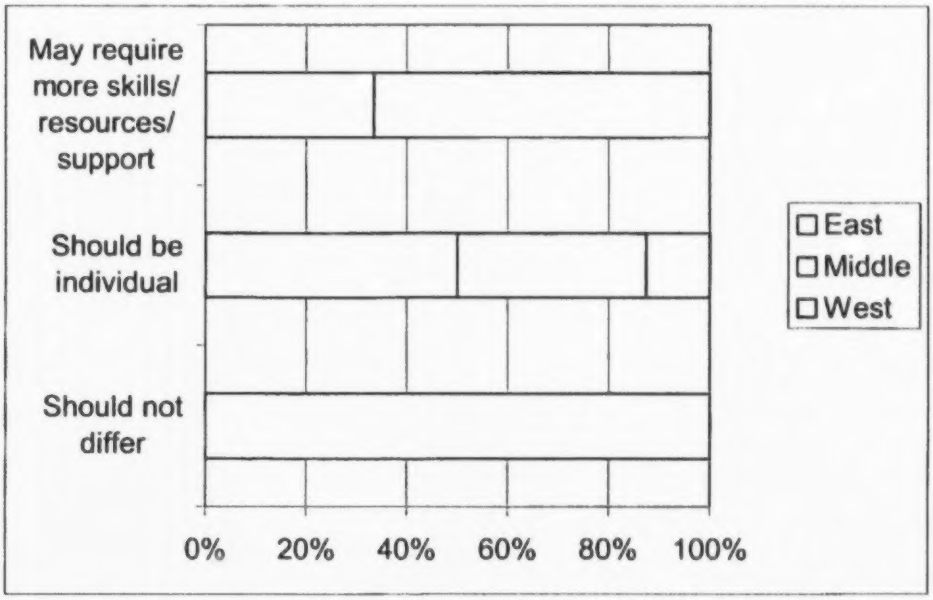
Question 8
How do you feel best practices for children without disabilities differ from best practices for children with disabilities?





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Follow up Report – Program Review July 18, 19, 20
Submitted by Ann Marie Leonard, Ph. D., James Madison University

Child Care Providers throughout the nation are often unprepared to address the needs of children with handicapping conditions and their parents. The intention of this project is to address this lack of preparation in a systematic way. For CC Providers to see children with special needs as children with atypical development, whose needs can be met in the child care environment, suggests that training is best delivered within the context of overall child care training. Embedding issues related to and appropriate approaches for serving children with atypical development seems to be the best strategy because it conveys similarity rather than differences, that children with atypical development can be part of the mainstream.

The TIES Project has attempted to provide approaches and materials to embed, within general child care provider training, necessary knowledge and strategies for meeting the needs of atypical developing children within the child care setting. The project has completed the following:

1. Made systematic and well-developed information and materials available to the TECTA Trainers throughout the state.
2. Developed the TIES Manual and Kit.
3. Disseminated to all TECTA Trainers the TIES Manual and Kit and held interdisciplinary training sessions for the TECTA Trainers related to the TIES Manual and Kit. Instructions for use by trainers respect the needs of adult learners.
4. Facilitated the infusion of content about children with atypical development and suggested activities and strategies for addressing the needs of these children, into TECTA Orientation training.
5. Facilitated field experiences within inclusive settings for TECTA Trainees during their TECTA child care provider training.
6. ???Developed and disseminated to all TECTA Trainees the TIES trainees materials.
7. Developed a set of 11 modules (compatible with CDA Modules) that provide individual, flexible options for the acquisition of content and strategies related to inclusive child care.
8. Implemented paraprofessional training using recognized best practices training for adults and, in several instances, subsidizing training for TECTA paraprofessionals so they could obtain training while continuing to work with young children.
9. Developed the TIES Materials Kit, selecting and including quality materials related to inclusion in early care settings.
10. Provided consultation, upon request, for all TECTA Trainers.
11. Incorporated parents of children with disabilities into the TECTA Trainers training and, upon request, provided participating parent advisors for paraprofessional training.
12. Incorporated local Early Intervention personnel into the TECTA Trainers training with an emphasis on the need to establish links between community agencies providing services for children with disabilities/delays and child care providers.
13. Reviewed and developed an annotated bibliography of commercial materials/publications available during the previous 10 years that focus on inclusion in early care settings.

14. Completed the development of a video that reflects the realities of day-to-day activities within an inclusive early childhood setting.
15. Placed TIES Material Kits (all materials referenced in TIES Training Manual, including books and toys available for checkout by child care providers) in all nine TECTA Centers.
16. Made presentations on the TIES Project at a number of conferences held within Tennessee, in other states, as well as nationally.

Serendipitious impact of Project TIES:

1. At the beginning of Project TIES, TECTA did not have a standardized child care training curriculum in place throughout the state. Sites were totally autonomous in terms of the preparation of child care providers. Whether TIES precipitated the development of a standardized curriculum or not cannot be documented. However, when the TECTA Curriculum was revised in 2000, the primary developer had considerable contact with TIES key staff. It is reasonable to assume that the new TECTA Curriculum was impacted by the availability of TIES activities, contacts and materials.

Project staff are currently working on:

1. Refining and adding to material on a newly created TIES web-site. Current trends in technology indicate that a web-site will provide more impact than the development of the second video tape called for in the original grant.
2. Maintaining availability of all project related materials when requested and all project related activities
3. Responding to requests for dissemination of information about Project TIES
4. Recruiting and maintaining project related personnel, especially TIES Site Liaisons. This task is impacted by grant specifications for site liaison qualifications and minimum wage level salary concerns.
5. Numerous project evaluation tasks are currently in process, i.e. analysis of project logs, narrative evaluation forms, and journal entries; analysis of focus group data (substituted for Follow-up Training Surveys); review of completed statistical analysis of Pre and Post Inclusion Questionnaire; etc. Completion of evaluation is hampered by the absence of a database of TECTA trainers.

Project TIES staff are unable to complete as planned:

1. Embedding TIES content throughout TECTA curriculum due to turf issues. Use of TIES materials by TECTA Trainers is optional.
2. Development of a second video tape for training purposes. All involved felt time and resources for technological dissemination of information would be better spent in development of a TIES related web-site.
3. The proposed TIES Trainee's Manual for paraprofessionals. The Trainee's manual was not developed at the request of TECTA personnel. TECTA personnel requested that all materials be housed in one Manual for ease of use/distribution by Trainers.

4. Fully staff all Site Liaison positions. TIES Project directors have been unable to locate qualified persons will to be employed for minimum wage compensation.

Suggestions for final months of the grant period:

1. Communicate with regional TECTA personnel and identify ways TIES can provide additional technical assistance during the final months of the grant period. Provide additional copies of materials or supportive equipment for Trainers. Develop a template of where TIES content connects with the TECTA Curriculum could be made available to all Trainers.
2. Use some of remaining personnel funds to create and make operational the TIES website.
3. Continue with aggressive dissemination of Project TIES information to all requestors.
4. Continue to work on building collaborative relationships with TECTA Trainers and Curriculum developers.
5. Continue analysis of all evaluation documents for indicators of project impact and effectiveness.
6. Develop a one page evaluation questionnaire for use in future out of state dissemination efforts.

At this point in the grant period, numerous goals have been addressed and objectives met despite considerable turnover in key project staff. The activities and materials produced by the project have been shared around the state and appear to have made a positive impact on those who have participated in training activities of Project TIES. Analysis of evaluation data (in progress) should bear out the impact of Project TIES on the attitudes of those participating in TIES training and the quality of services for special needs children in inclusive settings. Key project staff appear to have been judicious in expenditure of funds and have identified ways to conserve staff energy without sacrificing project impact and efficacy.

Respectfully submitted,

Ann Marie Leonard

Ann Marie Leonard

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